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ABSTRACT

Serving as a course planning guide and field aide, this handbook describes the philosophy, policies, and procedures of the De La Salle Vocational off-campus community-based day treatment center designed to effect the reshaping of basic values and attitudes of youngsters who are identified by the courts as maladjusted. Separate sections explain the objectives and activities of the stress/challenge, service learning, adventure learning, and community-based experiential learning courses. Six sections outline policies and procedures which incorporate appropriate educational, legal, practical, and financial considerations. The policies/procedures sections are as follows: (1) student/parent course preparation (registration, medical history, consent to emergency medical treatment, parent information bulletin, clothing and equipment list, risk/hazard letter, expectation sheet, review of letter, preparation interview, equipment sign-out); (2) emergencies (accident reporting, medical care); (3) academics (course file, course log, course credit, report cards, awarding course credit, student evaluation); (4) finances (projected budget, purchase orders, check request, cash purchases and accounting for cash, actual expense recording, receipt accountability, compensation time); (5) student management (search of student property, written warnings, sending a student home, student runaways, free time, student money on courses, radios, cigarettes, tokens, hall passes); and (6) logistics (starting time, staff sign-in sheet, box lunches, final notification, transportation, off-campus check list). The handbook's final section concerns evaluation (final report, instructor evaluation). Appendices contain 20 sample forms. (NEC)

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De La Salle Vocational

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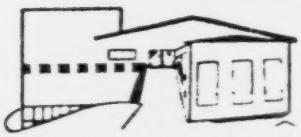

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De La Salle Vocational
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Bensalem, Pa. 19020
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Edited by Charles (Skip) Gaus

INTRODUCTION

This off-campus handbook is an attempt to compile as much information as is available on off-campus philosophy, policy and procedures.

The off-campus program is new, and therefore, still developing. We have piloted some courses and gathered information from other similar types of programs.

This handbook is intended to serve as a course planning guide and a field aide. The policies and procedures must be followed by all off-campus staff in their planning and implementation of courses.

The overall goals of each of the four types of programs are included in this book. Off-campus staff should become familiar with the overall goals of the program so as to help develope consistency among its staff.

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The policies for the off-campus program have been developed with consideration given to these catagories: educational, legal, practical, and financial.

These policies and procedures were developed from the combined efforts of many experiental education programs nationally and from our own experience here at De La Salle Vocational. 38

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Philosophy of the St. Gabriel's System

The St. Gabriel's Hall System for court-committed juvenile delinquents is a continuous spectrum of integrated rehabilitative programs consisting of in-care residential, community-based residential, community-based day-care, and a variety of community supportive services. The System operates under the auspices of the Catholic Social Services of the Archdiocese of Philadelphia and is directed by the Brothers of the Christian Schools.

Basic to the philosophy of the St. Gabriel's Hall System are those principles which are at the same time fundamental to Christianity and to the professional field of child welfare. The System has been established upon the belief that every person possesses an intrinsic worth stemming from his relationship to both God and society. It is because of this relationship to society that the child must be taken care of by specially appointed agencies when his family, neighborhood, or the community at large prove unsatisfactory, inadequate, or nonexistant and thus fail to provide the human supports and positive encouragements he needs to develop proper social attitudes and behaviors. In the absence of such reinforcements, the delinquent forms a set of basic personal characteristics and dispositions that are, by their very nature, antisocial and selfish. Such attitudes can be a source of much disorder and unhappiness for the youngster and for those with whom he comes in contact. To counteract the influence of all these negative factors is the purpose of the St. Gabriel's Hall System and, consequently, De LaSalle-Vocational. The accent is upon a continuous interdisciplinary approach to rehabilitation which focuses on serving the individual needs of the child in one of the specialized components of the System.

Therefore, the objective of each member of the staff of the System is to contribute to assisting the child effect some fundamental changes in himself and his outlook, changes which will enable him to live as a normal, free, inner-directed, and happy member of society.

Staff members of the St. Gabriel's Hall System view delinquency as resulting not from a single cause or even a single constellation of causes. Each act of delinquency results from a particular combination of influences which are unique relative to the youngster involved. A fundamental goal of the System is to determine the particular reasons for the child's delinquency as an indispensible first step in planning a remedial program for and with him.

Although every treatment plan devised and provided by the St. Gabriel's Hall System is individualized, that is, designed to concentrate on the special problems and personal attitudes

of each child, the staff recognizes that delinquent youngsters are alike, not only in the way all children are similar to one another, but also in the way they have all been mistreated by factors external to them. Indeed, it can be said validly that recognition of the alikeness among delinquents is as important to sound treatment as the recognition of their individual differences. The likeness existing among such children refers to certain attitudes and emotional orientations towards themselves and the various worlds through which they walk. Most delinquents experience a lack of security and confidence in themselves and consequently, are fearful, hostile, and distrustful of others, especially those in authority.

These characteristic feelings of the delinquent enable the St. Gabriel's Hall System to formulate a philosophy and to postulate certain principles upon which all of its programs must be based. Success or failure in efforts to help the delinquent is determined by the degree to which the St. Gabriel's Hall System is effective in modifying each youngster's fear and hostility; in lessening, if not eliminating, his distruct of others, particularly authority figures; and in helping him to a more adequate self-understanding and an increased sense of self-worth. The attitudes that a juvenile delinquent exhibits are based upon emotion rather than reason or any refined sense of propriety and justice. Consequently, he does not learn to trust the world nor to develop an improved self-concept by listening to sermons or exhortations on his personal deficiencies. Rather, he learns to trust by finding through experience that the staff is friendly, compassionate, and respectful of his individuality, his rights, his deepest feelings, and his inherent personal dignity. The experience becomes real to the child as members of the staff continue to respond to him positively even in the light of the youngster's constant testing and frequent efforts to provoke them to retaliation. The delinquent's poor self-concept is modified and improved as he experiences acceptance and, therefore, success in his relationships with others.

The primary and fundamental task of each component in the St. Gabriel's Hall System is to provide such positive and supportive experiences for each youngster. The job becomes enormously complicated because of the reaction of many delinquents to such treatment by the professional staff. Some, because of a psychological disorientation, will be motivated to provoke the rejection by others which they expect. Some of the children will regard the personnel as too weak to exert realistic controls upon them. Providing the youngsters with the freedom they require to grow is not to say that the delinquent youth can or should be permitted to do just as he chooses. All children, especially the delinquent, need limits in order to find security. Such a realization, however, should not obscure the need of these children to act out their feelings as freely as possible and to continue to experience acceptance in the process. This objective can not be achieved in the absence of standards and order. It is as authority figures that the staff have the

opportunity in their relationships with the children to demonstrate that people in positions of authority can be friendly, reasonable, fair, and accepting.

The St. Gabriel's Hall System provides a total approach to each individual child committed to its care. This approach results in what is frequently referred to as a therapeutic mileau, an atmosphere designed to promote the youngster's growth and development. A program such as this emphasizes the necessity for unity in thought and action among the various components, departments, and staffs within the System. It also demands that there be no particular emphasis on any one aspect of the overall program. One service provided by the System is not more important than any other.

The first requisite necessary for the successful implementation of the various rehabilitative programs is that each staff member possess an excellent basic knowledge of human behavior as well as personality growth and development. In many cases necessarily, some members of the staff will have more knowledge, experience, and competency in some areas than others will. Because of the nature and extent of their expertise, such members of the professional staff will be placed in positions of responsibility where they can utilize their skills most effectively for the benefit of the children. Consequently, personnel with less training and experience will have to rely without embarrassment on the support and advice of their colleagues. Ultimately, the success of all programs depends upon the good judgment and the creative ideas contributed unselfishly by the entire staff.

Unity of approach is not always easy to accomplish where there exists a variety of services involving a large number of professional personnel. Each staff members strives, therefore, at all times to encourage and create a sense of unity between himself and his co-workers. Unless an atmosphere of trust and cohesiveness exists among the staff, there is a danger that any progress being made with an individual child will be severely impaired.

Philosophy of De LaSalle Vocational

De LaSalle Vocational is a twelve month community based day treatment center designed to effect the reshaping of basic values and attitudes of youngsters who are identified by the Courts as socially maladjusted. The population consists of students who are transferred from other components of the St. Gabriel's Hall System, students who are committed directly by the County Courts, and students who attend from St. Francis Vocational School.

Our approach to treatment is rooted in a conviction that, despite the fact that students are sent to us with a variety of backgrounds, they each share a common perception. Unable to imagine themselves as productive members of society, the students possess poor self-images. They feel incapable and unworthy. To them the world is hostile. They do not feel in control of their lives. They see a future of little hope in a world they do not like and cannot seem to change.

Students arrive at De LaSalle Vocational initially convinced in at least some vague way that their education (high school diploma and certificate of vocational competency) and marketable job skills are important for their survival in the world. The education program is, therefore, the primary reason why students choose De LaSalle Vocational, and it is the motivating force which causes the student to attend each day. Unlike a residential treatment program which has a captive audience, a day treatment center depends on the person's being voluntarily physically present each day. It is essential, therefore, that the youngster recognize this program as an answer to his perceived needs.

The student's interest is maintained and nourished through the education program, the counseling program, and the social casework program. The education program incorporates a wide range of learning programs and courses in the vocational arts and traditional academic areas, including remedial and off-campus programs. The counseling program offers him guidance with his educational goals and, more importantly, gives him support and help in understanding and coping in a constructive manner with his feelings and problems. The social casework program helps the youngster and his family confront their problems within the context of home and community, and it provides them with the social services they require to find reasonable and possible solutions to their problems.

In order to reach his goal of graduation and employment, the student must recognize the need to invest himself in these various programs. He can measure his success by passing courses, cooperating with the counseling and social casework programs, following program policies, and by maintaining acceptable behavior in his home and neighborhood. While the focus of the child is on program immersion, the staff must recognize that the process by which these programs are implemented is the essential element of helping the student address his more basic but less perceived need, his need to view himself and the world in a different manner. This successful transition of the student's view of reality is achieved through a total therapeutic effort in the following five identifiable areas: student-staff relationships, counseling processes, educational processes, social casework processes, and through the formulation and implementation of policies consistent with our treatment goals.

First, through the personal interaction of the staff with each of the students, a positive learning and growth-producing atmosphere is created where the child's needs for safety, belonging, self-worth, self-respect, and trust can be satisfied. Placed in this climate, the child can feel that he is wanted and not merely tolerated. We can begin to achieve success and fulfillment. Each staff member is expected to be supportive and to encourage even the slightest achievement. Despite frustrations and problems, the staff must foster a climate of mutual respect and kindness if they are to be effective agents for positive change. The staff is expected to separate feelings of disappointment, frustration, or dislike of the person when dealing with the problems and failures of students.

Second, through the specific use of diverse counseling processes the program is geared to reach the individual needs and circumstances of the student population. The adolescent is exposed to a variety of counseling processes, including supportive, directive, and confrontative approaches set within the context of individual, group, and family sessions. Through frequent formal and informal meetings, the counseling staff seeks to establish a rapport in order to secure the trust necessary to help the students deal with their problems. Special focus is placed on the adolescent's becoming aware of his feelings, learning to identify his problems, learning goal setting and decision making skills, and developing all those life skills needed to become a contributing person who is able to cope with his life in a complex society.

Third, the education program provides a variety of processes geared to the unique needs of our students. Personalized instruction promotes a success oriented approach where the student is evaluated solely by measuring improvement in view of his abilities and his deficiencies. Small class settings enable each student to receive maximum attention. Grouping of students by abilities and aptitude enables the planning of classes suited to the learning skills of the group. In this way the student competes on level commensurate with his abilities. The education program places an emphasis on learning by experience and active participation in on-campus and off-campus programs. This provides the student with opportunities more easily to connect education with the real world, and learning with life survival skills. An ungraded system, whereby students move towards graduation by earning a combination of required and elective credits, places the student in a flexible and non-discriminatory milieu. Set within the framework of six-week sessions and three-week summer sessions, the education program provides the flexibility to admit students at almost anytime on a twelve month basis.

Fourth, the social casework program provides the processes to aid the student in coping with problesm he may encounter outside the facility. By focusing its attention on

the nature and quality of the student's relationship with his family, the social casework program offers the boy and his family help in working through various interpersonal conflicts and family crises. While the services are chiefly directed at the student's off-campus life, the social casework program is intrinsically involved and complements the other components of the total treatment program. These services are accomplished through a process of ongoing communication between a student's caseworker and the on-campus social service coordinator. The caseworker provides information regarding the student's adjustment at home and in the community while the social services coordinator relays pertinent information regarding the student's on-campus adjustment. The social services coordinator also communicates in a similar fashion with a student's probation officer and will request his support on an ongoing basis and especially during periods of crisis in the student's life.

Fifth, administrative policies are formulated and effectively implemented with the purpose of aiding the students in reaching their real perceived and unperceived goals. This includes clearly defined written expectations and regulations which are reviewed with the student previous to admission. The administration insures consistency in following up on student regulations and policies and employs an assertive but non-aggressive approach in enforcing them. Emphasis is placed on accountability, especially with regard to regular attendance, proper use of class time, and the need to fulfill all commitments, even those that are difficult or unpleasant. The administration attempts as much as possible to place the student in the role of making his own decisions. After a successful orientation the student is allowed to choose whether or not he wants the program. Upon the admission of a student, the process attempts to have him learn to explore all his options and the consequences of each choice. The student is then asked to make a decision based on his perceived needs and goals. Procedures are provided for the choice of opting out of the program since participation could be counterproductive to treatment.

Thus is presented a plan whereby troubled adolescents can be attracted to a program which answers their need for an education and a marketable skill. By ministering to this conscious need, the student places himself in a therapeutic setting where he is led to recognize and attend to his more fundamental needs.

We at De LaSalle Vocational believe that positive growth lies with changing the individual's view of reality. We believe that real change occurs in our students when they move from a poor self-image to an improved one, from an attitude of failure and defeatism to one of competence and anticipation. The final goal of our program is to graduate young men who have developed more positive self-images, who view the world in a caring, giving manner, men who are free to choose various options in looking towards and carefully planning for a happy, fruitful life.

I. PROJECT DESCRIPTION

I. Nature and Scope of Problem

In dealing with the young people that the court has entrusted to our care over the past five years, we have found that when our students graduate and are placed in jobs, they possess the needed vocational skills but lack the life skills that are necessary for a successful career.

Why do they lack these life skills? With few exceptions case histories show our young people come to us from backgrounds of early childhood neglect and abuse, broken and unloving families, alcoholic parents, blighted neighborhoods, social isolation, and poor nutrition.

Our students possess a wide variety of delinquent histories and backgrounds. They have committed a spectrum of offenses against persons and property. They are alienated from social institutions, e.g., families, school, church. Most of our young people have histories of drug and alcohol misuse and abuse.[1]

Despite this variety of delinquent histories and backgrounds, they share a common basic perception. Unable to imagine themselves as productive members of society, they possess a poor self-image. They feel incapable and unworthy. To them the world is hostile. They do not feel in control of their lives. They see a future of little hope in a world they do not like and cannot seem to change.

There is no sense of or realistic planning for the future. Delay of immediate gratification for longer range goals is not learned and life becomes an unconnected series of grabbed-at pleasures and joys

[1] For a more detailed explanation of population characteristics refer to appendix A

with little purpose or meaning.

We at De La Salle Vocational believe that positive growth occurs by changing the individual's view of reality. We believe that the real change occurs in our students when they move from a poor self-image to a healthy one, from an attitude of failure and defeatism to one of confidence and anticipation. The final goal of our program is to graduate young men who have developed positive self-images, who view the world in a caring, giving manner, who are free to choose various options in looking toward and carefully planning for a happy, fruitful life.

As a treatment program, De La Salle Vocational is action-oriented. Rather than have the student reflect on his negative behavior or introspect his poor self-image, the program has him act on his perceived needs. Every student comes to De La Salle Vocational at least vaguely convinced that his need for a marketable job skill and a high school diploma is important for his survival in the world.

Through a carefully planned program, students improve their self-image by learning and achieving. They begin to believe in themselves and gain confidence through constant positive reinforcement. Through relationships built between themselves and the staff, they become less hostile. These processes, however, are restricted by the narrow and demoralizing values and experiences of their homes and neighborhoods, where the students have a myopic vision of the world and fail to appreciate their potential for being productive members of society. We have often found that when our students graduate and are placed in jobs, they possess the needed vocational skills but are still lacking in the life skills required for social adjustment and a successful career.

In order to treat this problem, we propose an off-campus program that is experience-based in its learning. In conjunction with our on-campus academics, shop, and counseling programs, an off-campus program can best facilitate the development of these long neglected and unlearned life skills, and smooth the transition from troubled adolescent to a responsible, community-conscious adult.

II. Rationale

Survival in today's complex world involves more than just earning a living. Students need to know how to use their earning power wisely, get along with other people, exercise their rights as citizens, appreciate the rich cultural heritage of humanity, use leisure time, and adapt to change. These are some of the life skills that will make adulthood more satisfying.

Experience-based learning emphasizes everyone's need for life-long practice in the basic tools of learning: reading, writing, speaking, analyzing, asking questions, computing, finding resources, and solving problems. These process skills help the learner become self-reliant and confident to pursue independent goals, and equipped to enter a life of continued growth and learning.

Students in experience-based learning begin to see how knowledge is integrated when applied to the real world. The students also learn how to apply fundamental principles and, perhaps most important, where to find more information when they need it. This ability to find what

they need gives young people a feeling of competence and is essential for life-long learning.

Experience-based learning emphasizes processes. The students learn a critical method of problem solving, which they apply in specific situations.

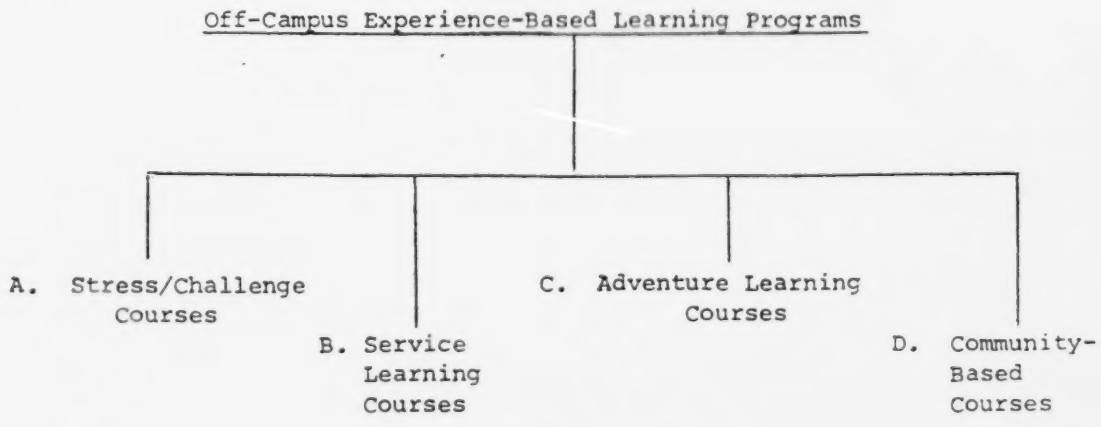
Experience-based learning puts students in touch with everyday experiences and a variety of people. Students get a first-hand view of the ways people cope with their surroundings and apply what they learn to the daily requirements of living.

Students involved in community experiences learn that the timing of career decisions may differ from person to person. They learn this through associating with a variety of people who have made many different career decisions with varying degrees of satisfaction. Through their cognizance of different careers, even in one job cluster, students will appreciate the need for adaptability and flexibility in coping with future changes, both within themselves and in the working world. Experience-based learning tries to place students in situations that help them understand themselves and their weaknesses and gain confidence from their strengths as they grow in their abilities to absorb new experiences and to change. Students are challenged to reach out and take hold of many new types of learning resources. They begin to use a wide range of information about themselves from formal and informal assessments and face-to-face interactions with staff and resource people. They get practice in planning, making decisions, and holding responsible positions.

Experience-based learning makes the community a classroom which broadens the students' horizons. It helps dispel prejudices about people, neighborhoods, careers, and institutions. It sensitizes through situations which our students would never encounter without an off-campus program.

The process that we have established to enable our students to achieve the identified skills is participation in a number of off-campus courses. These courses will fall under four different experience-based models. We will utilize stress-challenge courses, service-learning courses, adventure learning courses, and community-based courses. These models emphasize different activities and goal outcomes but all have a common experience-based methodology.

The following descriptions will explain in detail each model with its activities and objectives.



PART II

Stress/ Challenge Courses

A. Stress Challenge Courses

Stress challenge courses are programs of adventure-based experiential education therapy. They are based on Outward Bound theory and techniques which were originally developed as a method of teaching survival attitudes to young British seamen during World War II. These courses offer character-forming experiences in adventure and highly challenging situations.

Stress challenge courses will consist of a series of programmed physical and social problem-solving tasks conducted in a high-impact environment, such as the outdoors. Participants are immersed in intense exercises, which precipitate clear-cut physical, emotional, and interpersonal crises, helping reinforce positive behavior and correct negative responses. The exercises are engineered by the group leader in an incremental fashion so as to insure a high probability of success among participants. Successful resolution of the exercises puts problems of everyday life into manageable perspective, stimulates feelings of autonomy, and increases self-esteem.

Physical challenges are created through "initiatives," such as rock climbing, backpacking, route finding, stream and river crossing, caving and white water canoeing. Social interaction is stimulated through the organization of participants into small groups or patrols (7-9 people). These patrols are confronted with the responsibility for their own well being, which necessitates a high degree of cooperation and leadership. They must ration and cooperatively prepare food, locate suitable routes to a given location and prepare group shelters, just to name a few of the activities. Activities are selected and

modified after a comprehensive assessment of each patrol. The purpose is to give them activities in proportion to their confidence in order to prime the pump so that they can master the ones they do not feel confident about. The intention is to maximize their successes.

Tasks and their consequences are clear, definable, and unavoidable. They force the participants to reevaluate and reassess themselves continuously. For example, the results of a poorly planned route, which takes the patrol through mud and swamps are immediate and understandable to the participants. For the most part, the individuals have no one to praise or blame but themselves.

Directly following the activity, or in the evening while sitting around a campfire, the day's events are recalled. The group leader, skilled in group dynamics, stimulates individuals to recollect and reflect upon their behavior and feelings that day. Bringing intense emotions to a conscious level, the individual can then integrate them, forming a clear self-image while clarifying personal values.

Throughout the program the instructor interprets the youth's behavior on the course and through discussion brings out how the behavior can be positively utilized in the community. The stress challenge experience can stimulate awareness and change which will be followed up in the ongoing day treatment program. Each student, while on the course, will meet with the instructor to receive and give feedback, and plan reentry and follow-up strategies to his experience. Behavior feedback charts and learning logs are utilized during the course.

Educational Methodology

The courses are designed to include a variety of educational methods that have proven to be effective.

1. Small group process - where a mixing of individual and group identities is easily achieved. A sense of community is fostered by mutual sharing of responsibilities and support for one another in accomplishing superordinate goals.

2. Responsibility for learning is on the learner - where instructional staff serve as guides to demonstrate activities and ensure safety, but learning comes through the performance or nonperformance of the participant and he is the main judge of what is gained.

3. Immediate application of skills - where skills, processes, knowledge, and information are developed and demonstrated as applicable to the here-and-now task at hand.

4. Graduated challenges - where successively difficult challenges are employed to establish a pattern of success and require continually increasing effort and related feelings of accomplishment.

5. Use of simplified environment - as an effective, impartial teacher of immediate, impartial, appropriate consequences for participant actions or inactions (e.g., no shelter - gets wet, builds fire - is warm, etc.).

6. Use of 24-hour programming - providing an intense experience resulting in eventual confrontation with self and others on more than superficial levels. Unremitting stress and contrast of hot/cold, dry/wet, tired/rested, excited/bored, together/alone, help sharpen perceptions.

7. Use "performance centered" guidance approach - where the assumption is that people feel better after they do better, and the emphasis is on doing first and exploring feelings about self and others afterwards. Learning logs and behavior feedback sheets are indicators of progress.

Descriptions of Key Elements

The elements common to these programs are:

a. environmental contrast

b. physical activity

c. intentional use of stress

d. small group context

e. employment of newly acquired knowledge and skills

a. Environmental contrast - typically, such contrast is obtained by shifting the students to a wilderness setting, on the assumption that such an environment presents a sharp change for most people.

b. Physical activity - The activities used tend to be challenging and to extend over a substantial length of time. Examples are: hiking, canoeing, caving, technical rock climbing, and rappelling.

c. Stress - It is assumed that stress used in a controlled manner can have a high utility value for educational purposes. It is important, of course, that exacting safety standards be observed. It is also important that the stress be an intrinsic part of the situation and not something contrived or synthetic. Stress resulting from being out in rough weather is an example of stress of the right kind.

d. Small group context - Success for the experience is not defined in terms of the individual. A task is not completed until every member of the group has contributed to its completion. The aim here is to stress cooperation and not competition. The assumption here is that most people are well skilled in the virtues of competition, but have few skills in the areas of cooperation and interdependence.

e. New knowledge and skills - The underscored factor here is newness. The optimum case would be to teach new skills to a group in a situation wholly unfamiliar to all of its members.

Description of Common Activities

The activities common to these programs appear below with their descriptions:

a. rock climbing

b. caving

c. solo

d. service project

e. first aid

f. environmental awareness

g. group discussions and personal talks

h. map and compass

i. readings

j. group initiatives

(See Appendix B for safety policy)

a. Rock climbing - Purpose: to demonstrate in the most dramatic terms that there is virtually no limit to the effort a man can demand of himself.

Walter Bonatti

- to learn that there is an art of conducting oneself in the lower regions by the memory of what he saw higher up.

Rene Daumal

Description: All climbing will be of the bouldering and top-roping variety with all personnel anchored in at all times. The instructor will spend time on safety procedures, knots, climbing signals, belaying, and basics of climbing.

b. Caving - Purpose: to provide an exercise which offers the unique challenges of adjusting to dark, close, underground environments, and to provide opportunities to apply previously learned expedition and climbing techniques to more exacting situations.

Description: Activities will be preceded by familiarization with operating procedures for exploring underground, mapping and safety techniques, and group organization.

c. Solo - Purpose: to provide an individual the opportunity to discover his degree of:

1. independence and self-sufficience
2. versatility
3. patience and stamina

to provide an opportunity for an extended period of solitude for:

1. introspection
2. reassessment
3. meditation
4. appreciation of nature

to provide a contrasting change of pace, which also permits time for rest prior to the final expedition.

d. Service project - Purpose: to contribute to a positive self-image through service to others.

- to develop further the student's capacity for creating and experiencing himself in a social context that helps build a social identity.

Description: The students will create, plan, and implement a service project. Possible options are park facilities maintenance, trail maintenance, and demonstration in a local town or village.

e. First aid - Purpose: to foster an attitude of safety-consciousness in order to avoid accidents.

- to increase the students' proper medical responses in stress situations.

- to promote self-confidence in potentially dangerous situations.

Description: to include simulations requiring individual and group participation in areas of evacuation, poisoning, fractures, shock, severe bleeding, hygiene, hypothermia, heat exhaustion, sprains, blisters, spinal and head injuries. The emphasis will be on prevention, first signs, immediate treatment, evacuation, and follow-up.

f. Environmental awareness - Purpose: to share a knowledge of and respect for the natural environment which we will be passing through.

Description: The group will, through camp maintenance, learn to respect the environment. This will entail leaving each campsite clean, carrying out more trash than was brought in, etc.

g. Group discussions and personal talks - Purpose: to give members an opportunity for sharing feelings, giving and receiving feedback, and developing the group process.

- to give the instructor an opportunity to assess an individual's feelings, and to develop their relationship further.

h. Map and compass - Purpose: to teach the principal means of navigation in the wilderness.

- to provide knowledge of a skill needed to complete subsequent parts of the course.

Description: The student will learn the mechanics of the compass and how to read a topographic map; he will also learn how to orient map and compass and will participate in an orientation course with three other members (not to be undertaken until basic first aid has been successfully completed).

i. Readings - Purpose: to inspire thought, stimulate discussion, and/or bring experiences and deeply-felt emotions to a conscious level.

Description: Students will be encouraged to create and present their own thoughts and understandings.

j. Group initiatives - Purpose: to help break the ice and start the group process on its way.

- to give the instructor a chance to observe members' abilities, physical characteristics, personality traits, and leadership traits.

- used to develop elemental physical skills, such as jumping and swinging.

- permits a group to evaluate their experience in terms of leadership, efficiency, cooperation, precision, resourcefulness, and flexibility.

- valuable later in the course as a measure of progress in group dynamics and as a morale booster.

Stress Challenge Course
Goals

Affective

- Develop a positive self-concept and sense of personal dignity.

- Enable student to recognize and cope with both positive and negative feelings in ways that are constructive and growth-producing.

- Develop tolerance for his own limitations and the weaknesses of others.

- Lead to the acceptance of the value of cooperation.

- Lead to taking genuine pleasure and satisfaction in his own successes and those of his neighbor.

- Foster awareness of his prejudices and biases and how to overcome them.

- Help to develop skills required to settle peacefully disputes and arguments with others.

- Help develop skills necessary to deal with his own fears and hostilities.

- Help to develop an appreciation of change and the flexibility required to adjust to whatever changes may occur in the future.

- Help the student strive for honesty and openness in his relationships with others.

- Help the student learn to be himself at all times by resisting social and peer pressures to assume spurious roles and postures.

- Show that force and violence are not legitimate means of resolving issues or of obtaining recompense for goods and services.

Intellectual

- Develop qualities of judgment and discrimination.

- Lead to practical application of knowledge and skills acquired in classroom.

- Lead to the development of abilities to cope creatively with life in a society of increasing leisure.

- Lead to acquiring a tolerance for the opinions and beliefs of others, with the understanding that truth presents itself in various forms.

- Lead to forming a critical mind for determining the validity of data.

Moral

- Help to develop an awareness of and a concern for the influence he exerts on others.

- Help to develop a sense of responsibility for fulfilling his agreements and commitments.

Social

- Lead to a delicately balanced appreciation of authority that maintains a genuine respect for leadership while not remaining uncritical of its effectiveness.

- Help the student relate to subordinates, peers, and superiors in an equitable manner.

- Lead the student to respect and protect his own body and that of his neighbor.

- Help the student develop an understanding of and appreciation for cultures other than his own.

- Lead the student to develop a respect for the earth and its resources.

Physical

- Enable the student to participate in well-developed and well-supervised physical activities.

- Lead the student to physical fitness through a variety of activities that meet his needs and interests.

- Help the student develop mental, emotional, and social values through participation in the physical activities.

- Enable the student to develop lifetime athletic skills that can contribute to a worthy use of leisure time.

PART III

Service Learning Courses

B. Service - Learning Courses

Service - Learning courses provide young people with learning experiences that both meet their need to contribute and offer real service to the community. They are based on the extensive work of the National Commission on Resources for Youth and The National Student Volunteer Program Under Action.

Service - Learning courses place students in responsible positions where their activities are appreciated and the results of their work are significant.

Working in small groups (6 to 10), students will gain practical experience in planning, organizing, recruiting, transporting, and implementing community service projects.

These projects will bring them into contact with children and adults from different socioeconomic and cultural backgrounds. The students' exposure to a variety of contemporary social problems and institutions will help to expand their awareness and understanding of themselves and their community. This understanding will hopefully help the students overcome many of the stereotypic concepts that they hold.

The students learn firsthand about the problems of other people, so that they may move outside themselves, easing the suffering of others. They learn to communicate and work with many different kinds of people. Their experiences can develop an understanding of the isolation and loneliness suffered by the elderly, the dependency of young children on adults, the frustration of the physically handicapped, and the entrapment cycle of poverty, just to name a few.

Developing confidence in their capacity for service, they become more outgoing. They gain practice in many roles and skills, such as parenting, empathy, advocacy, supervision, leadership, communication, organization, caring, and sensitivity to others' needs.

Activities and experiences will always be integrated with reflection, whereby the individual assesses his achievement and his feelings about the activities and the people involved. The course instructor, skilled in group dynamics, will stimulate individuals to recollect and reflect not only upon their activities but also their behavior and feelings.

By bringing these emotions to a conscious level, the individual can hopefully integrate them. This will lead to a clearer self-image and help to clarify values.

Educational Methodology

1. Small group process - where a mixing of individual and group identities is easily achieved. A sense of community is fostered by mutual support in achieving superordinate goals.

2. Action/reflection - Dewey believed that not all experiences were educative and that some, in fact, were noneducative. He felt that experiences alone could not be called educative learning, but that experiences reflected on and assessed were very much learning experiences.

3. Use of learning logs - The learning log is a structured journal in which a student documents his learning. The log process also involves exchanging the journal with an advisor who gives written feedback to the student. There are six sections in the learning log:

Planning -- continually preparing and reviewing plans

Listening -- hearing what advisors have to say

Noting -- keeping track of all pieces of work

Relating -- making sense of the pieces and digesting the experience

Creating -- expressing ideas differently

Telling -- summarizing the learning experience for others

These sections provide a framework which helps the students document their work more thoroughly.

4. "Manageable confrontation with novel responsibility" - The expectation that teenagers will assume responsibilities for others and for themselves has, according to James Coleman, greatly diminished in recent years. Combining the thoughts of Lawrence Kohlberg, a Harvard philosopher psychologist, and Richard Graham in "Learning from Experience," we come to the concept of "manageable confrontation with novel responsibility."

Kohlberg has identified seven invariable sequential stages of moral development. They are found in all cultures, and are, moreover, dependent upon the individual's logical and cognitive development. Kohlberg has found that "actual thinking," stimulated by grappling with modes of moral reasoning one stage above their own, leads to the reorganization of their own mode of thinking to accommodate to that higher stage.

"Novel responsibility" requires a change in the "structure" of responsibility that a person normally has if it is to foster true development. It requires a change of roles: from carrying out orders,

to participating in their formulation, to looking out for others. That is why it appears that many types of service work, such as tutoring children, helping mental patients, or tracing the causes of pollution, provide opportunities for role-taking that involve "novel responsibility" for one's self and for others.

5. Cross-cultural experience - Students involve themselves in another culture or subculture of their own society in a deep and significant way, either as a temporary member of a family, a worker in that society, or as a volunteer in a social agency, with the intention of learning as much as possible about that culture and their own.

6. Performance centered guidance approach - where the assumptions are that people feel better after they do better, and the emphasis is on the doing first and exploring feelings about self and others afterwards.

Goals for Service Learning Courses

To create opportunities and experiences that will:

Affective

- Help the students to develop a positive self-concept and sense of personal dignity.

- Help the students to be able to recognize and to cope with both positive and negative feelings and emotions in ways that are constructive and growth-producing.

- Help the student to develop tolerance for his own limitations and the weaknesses of others.

- Help the students to accept the value of cooperation.

- Help the students to become aware of his prejudices and biases and the ways in which they can be overcome.

- Help the students to develop the skills required to settle peacefully disputes and arguments with others.

- Help the student to develop the skills necessary to deal with his own fears and hostilities.

- Help the students to develop an appreciation for change and the flexibility required to adjust to whatever changes may occur in the future.

- Help the students to strive for honesty and openness in his relationships with others.

- Help the students to learn to be themselves at all times by resisting the social and peer pressures to assume roles and postures that are not genuine.

- Help the students to learn that force and violence are not legitimate means for resolving issues nor for acquiring whatever personal needs they may have for goods and services.

Intellectual

- Help to develop the qualities of judgment and discrimination.

- Help the student to develop a habit of independent thinking and self-direction in his learning and the ability to assume responsibility for his continuing educational development.

- Help the student to appreciate the practical application of the knowledge and skills acquired in the classroom.

- Help the students to develop the ability to cope creatively with life in a society of increasing leisure.

- Help the students to develop a variety of communication skills necessary for survival in contemporary society.

Moral

- Help the students to develop a refined moral sense and to understand and appreciate the personal and social demands placed upon them by the moral code.

- Enable the student to offer effective witness to his own moral values in every aspect of his life.

- Help the student to develop the virtues of family living so that he will be able to influence the growth and development of his present and future families.

- Help the students to develop a sensitivity to and a concern for the influence they exert on others.

- Help the students to develop a sense of responsibility for fulfilling their agreements and commitments.

- Help the students to develop an awareness of the importance of moral values in the world of work.

- Help him to view his moral obligations as responses in love of his own needs and those of his neighbors.

- Help him to become responsible and accountable for his own conduct.

- Help the students to be tolerant and understanding toward those of other faiths.

- Enable the students to render effective religious witness and service to others.

PART IV

Adventure Learning Courses

- Help the students to be able to integrate their religious values into their daily living.

Social

- Help the students to relate properly to subordinates, peers, and superiors in an equitable manner.

- Help the students to participate actively as much as possible in civic and community organizations.

- Help the student to become sensitive to the social inequalities and injustices in his community and in his country and to contribute what he can to their amelioration.

- Help the student to develop an understanding of and appreciation for cultures other than his own.

C. Adventure Learning Courses

Adventure learning combines active and compelling experiences with traditional academic subjects and includes a stress factor. This type of learning combines some of the characteristics of a stress/challenge course and the use of community resources, as in the community-based learning courses.

The central focus of the adventure course is adventure. Adventure is different for everyone. What one person perceives as a Saturday stroll, another perceives as high adventure--full of danger, difficulty, and the unknown.

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When we try to understand "adventure" we must realize that the physical magnitude of an activity such as climbing a peak, riding a rushing river, or walking the Pacific Crest Trail is no more important than the emotional response that the task elicits.

One person's adventure on a caving earth science course, a long-distance bicycle course, or an extended wilderness river study can be just as monumental as Sir Edmund Hillary's assault on Mt. Everest, and deserving of just as much acclaim.

The creation of these emotions, with the potential for self-knowledge and growth that accompanies them, is the reason for Adventure Learning's existence.

Our students (in groups of six to eight) will embark upon adventures combining all the aspects of adventure with gaining knowledge contained in the interdisciplinary content areas to be studied.

Some aspects of adventure to be considered are difficulty, danger commitment, and stress or the need to choose wisely under pressure.

What we do on adventure learning courses is difficult for our students. Men and women who have sailed, climbed, and skied have always understood the challenge and difficulty of their undertaking.

Another aspect is physical risk. To the instructor the perception of danger is present to a very small degree. However, the same perception is present to the student to an excruciatingly large degree. Although the danger is really minimal, the feeling of being subjected to danger is overwhelming and it is this feeling that is important. Such feelings are replete with growth potential.

Commitment is another aspect of adventure. On an extended adventure learning course (three weeks), the difficulty and risk require a mental commitment to persistence.

Presence of mind under stress is not a trait we necessarily cultivate in our everyday lives, but is one that is very much a part of adventure. Subjection to stress is a highly educative experience and not one to be avoided.

All of these characteristics -- difficulty, danger, stress, and commitment to the unknown -- define adventure.

Adventure is a purposeful enterprise. It instills characteristics that our students could find in few other circumstances in their world.

It is the combination of adventure and traditional academic courses that sets adventure learning apart from the other three types of off-campus courses.

We can combine history, geography, and science on an extended bike trek. We can also combine an in-depth study of earth science, biology, and chemistry on an extended wilderness study.

It is this flexibility in learning that answers the need of so many of our students to have a better self-image, to learn planning skills, and to break with patterns of social isolation.

These courses also offer our students the challenge to master legitimate forms of lifelong recreational skills. The skills answer our students' needs to plan and use their recreation and leisure time wisely.

Educational Methodology

1. Small group process - where a mixing of individual and group identities is easily achieved. A sense of community is fostered by mutual sharing of responsibilities and support for one another in accomplishing superordinate goals.

2. Action/reflection - Dewey believed that not all experiences were educative and that some, in fact, were noneducative. He felt that experiences alone could not be called educative learning, but that experiences reflected on and assessed were very much learning experiences.

3. Learning logs - The learning log is a structured journal in which a student documents his learning. The log process also involves exchanging the journal with an advisor who gives written feedback to the student. There are six sections in the learning log:

Planning -- continually preparing and reviewing plans

Listening -- hearing what advisors have to say

Noting -- keeping track of all pieces of work

Relating -- making sense of the pieces and digesting the experience

Creating -- expressing ideas differently

Telling -- summarizing the learning experience for others

These sections provide a framework which helps the students document their work more thoroughly.

4. Intensive learning - The unique feature of the community-based model is what is felt to be an intensity and depth of involvement for the individual that is difficult to achieve in usual classroom settings.

Rather than having simultaneous enrollment in five or six subject areas, the students focus on one topic exclusively for a three-week period of time. The structure can allow for hours, days, even weeks to address a single area of inquiry without interruption.

5. Interdisciplinary learning - The problems with which we deal in everyday life are not restricted to disciplines, i.e., an "English" problem, or a "History" problem. Most of real life requires an interdisciplinary perspective and flexibility. Community-based courses seek to integrate the knowledge students have acquired with real-life problems, and to provide students with a set of tools they can use for gathering more specialized knowledge, drawing upon the experience and resources of all disciplines. The purpose of the interdisciplinary approach is also to help students realize how much previous learning in various disciplines comes together in most experiences of life.

6. Performance-centered guidance approach - where the assumption is that people feel better after they do better, and the emphasis is on doing first and exploring feelings about self and others afterwards. Learning logs and behavior feedback sheets are indicators of progress.

7. Physical activity - The activities used tend to be challenging and to extend over a substantial length of time. Examples are: hiking, canoeing, caving, technical rock climbing, and rappelling.

8. The intentional use of stress - It is assumed that stress used in a controlled manner can have a high utility value for educational purposes. It is important, of course, that exacting safety standards be observed. It is also important that stress be an intrinsic part of the situation and not something contrived or synthetic. Stress resulting from being out in rough weather is an example of stress of the right kind.

Adventure Learning Goals

Affective

The adventure learning courses are designed to help the student:

- Develop a positive self-concept and sense of personal dignity.

- Be able to recognize and to cope with both positive and negative feelings and emotions in ways that are constructive and growth producing.

- Develop a genuine sense of humor.

- Develop tolerance for his own limitations and the weaknesses of others.

- Accept the value of cooperation and to recognize what is humanly wasteful in self-serving competition.

- Take genuine pleasure and satisfaction in his own successes and those of his neighbor.

- Become aware of his prejudices and biases and the ways in which they can be overcome.

- Develop the skills required to settle peacefully disputes and arguments with others.

- Develop the skills necessary to deal with his own fears and hostilities.

- Develop an appreciation for change and the flexibility required to adjust to whatever changes may occur in the future.

- Strive for honesty and openness in his relationships with others.

- Learn to be himself at all times by resisting the social and peer pressures to assume roles and postures that are not genuine.

- Learn that force and violence are not legitimate means for resolving issues nor for acquiring whatever personal needs he may have for goods and services.

Moral

- Develop a refined moral sense and to understand and appreciate the personal and social demands placed upon him by the moral code.

- Offer effective witness to his own moral values in every aspect of his life.

- Develop the virtues of family living so that he will be able to influence the growth and development of his present and future families.

- Develop a sensitivity to and a concern for the influence he exerts on others.

- Develop a sense of responsibility for fulfilling his agreements and commitments.

Social

- Become sensitive to the social inequalities and injustices in his community and in his country and to contribute what he can to their amelioration.

- Respect and protect his own physical property and that of his neighbor.

- Develop a respect for the earth and all of its natural resources.

- Develop an understanding of and appreciation for cultures other than his own.

Intellectual

- Acquire basic knowledge in those fields of learning which are necessary to his continuing education and ultimately to the achievement of his future goals.

- Develop a habit of independent thinking and self-direction in his learning and the ability to assume responsibility for his continuing educational development.

- Develop the qualities of judgment and discrimination.

- Appreciate the practical application of the knowledge and skills acquired in the classroom.

- Learn how to gain access and to utilize effectively the various information resources available to him in his community.

- Develop the ability to cope creatively with life in a society of increasing leisure.

- Develop a variety of communication skills necessary for survival in contemporary society.

- Acquire a tolerance for the opinions and beliefs of others with the understanding that truth presents itself in various forms.

- Use to the full the educational advantages provided by the school and all other community resources.

- Form a critical mind that is capable of substantiating the validity of data before accepting it.

Physical

- Participate in a well-developed and supervised physical education program.

- Develop personal physical fitness through a variety of activities that meet his needs and interests.

- Develop mental, emotional and social values through participation in the physical education program.

- Develop lifetime skills in sports that can contribute to a worthy use of leisure time.

D. Community-Based Learning

Based on the recognition that, for most of our students, schooling has been an essentially passive process, community-based learning combines active and compelling experiences with traditional academic courses of study.

It involves our students moving out of their neighborhoods with their patterns of social isolation and making use of all the educational opportunities, resources, and experiences available to them. Abstractions in the classroom are concretized and understood when directly experienced in the community.

In courses that are generally structured in three-week blocks, students have the opportunity to study one topic area, while interacting with many people in the community. This interaction becomes one of the crucial aspects of this type of course. Students learn, for example, that there are people everywhere who remember events of contemporary history with great clarity. Elderly people enjoy sharing their perspectives on life; nursing homes and senior citizen centers usually welcome young people who want to learn.

They also have opportunities to learn in surroundings that fit the topic being covered, as the state capitol, a small business, a battle field, or a salt marsh.

The more experiences our students have with the world at large and the human condition, the more able they will be to understand the forces behind writing a great novel, winning an election, or running a business.

We hope the exposure to the adult world that our students receive in community-based courses will contribute to their successful transition from adolescence to adulthood.

Because of their structure, community-based courses lend very easily to an interdisciplinary approach. Courses that last for a full day, full week, or even three weeks away provide a setting for showing how all subject areas relate. As the lines separating the disciplines begin to fade, learning often becomes integrated into a meaningful whole.

Moving learning away from the classroom often helps to create for our students the concept of life-long learning. As our students gain a knowledge of community resources, they come to understand that learning does not stop with formal education. They can gain the tools and knowledge of resources to become truly life-long learners, where the responsibility for learning is placed on the individuals.

The courses are more than trips, and it is for this reason that all the courses have some specific structure. The courses will be structured with an action/reflection emphasis. It is not enough to go, observe, listen, or participate. To gain the full advantage of a community-based experience, students must learn to reflect on their experiences.

To aid this reflective process, students will make use of learning logs, evaluation sheets, group discussion, and workbooks designed specifically for each course.

PART V

Community Based Courses

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To aid this reflective process, students will make use of learning logs, evaluation sheets, group discussion, and workbooks designed specifically for each course.

Educational Methodology

1. Small Group Process. Bound together in small groups in extended learning situations, students are urged to cooperate in solving problems, to come to terms with their potential as leaders, and to develop values which help make them effective members of their society.

2. Intensive Learning. The unique feature of the community-based model is what is felt to be an intensity and depth of involvement for the individual that is difficult to achieve in usual classroom settings. Rather than having simultaneous enrollment in five or six subject areas, the students focus on one topic exclusively for a three-week period of time. The structure can allow for hours, days, even weeks to address a single area of inquiry without interruption.

3. Interdisciplinary Learning. The problems with which we deal in everyday life are not restricted to disciplines, i.e., an "English" problem, or a "History" problem. Most of real life requires an interdisciplinary perspective and flexibility. Community-based courses seek to integrate the knowledge students have acquired with real-life problems, and to provide students with a set of tools they can use for gathering more specialized knowledge, drawing upon the experience and resources of all disciplines. The purpose of the interdisciplinary approach is also to help students realize how much previous learning in various disciplines comes together in most experiences of life.

4. Action/Reflection. Dewey believed that not all experiences were educative and that some, in fact, were noneducative. He felt that experiences alone could not be called educative learning, but that experiences reflected on and assessed were very much learning experiences.

5. Use of Learning Logs. The learning log is a structured journal in which a student documents his learning. The log process also involves exchanging the journal with an advisor who gives written feedback to the student. There are six sections in the learning log:

Planning -- continually preparing and reviewing plans

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Noting -- keeping track of all pieces of work

Relating -- making sense of the pieces and digesting the experience

Creating -- expressing ideas differently

Telling -- summarizing the learning experience for others.

These sections provide a framework which helps the students document their work more thoroughly.

6. Cross-cultural Experience. Students involve themselves in another culture or subculture of their own society in a deep and significant way, either as a temporary member of a family, a worker in that society, or as a volunteer in a social agency, with the intention of learning as much as possible about that culture and their own.

7. Performance-centered Guidance Approach. Where the assumptions are that people feel better after they do better, and the emphasis is on the doing first and exploring feelings about self and others afterwards.

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Goals for Community-Based Learning Courses

The community-based learning courses are designed to help the student.

Moral

- Develop a refined moral sense and to understand and appreciate the personal and social demands placed upon him by the moral code.

- Offer effective witness to his own moral values in every aspect of his life.

- Develop the virtues of family living so that he will be able to influence the growth and development of his present and future families.

- Develop a sensitivity to and a concern for the influence he exerts on others.

- Develop a sense of responsibility for fulfilling his agreements and commitments.

- Develop an awareness of the importance of moral values in the world of work.

- View his moral obligations as responses in love to his own needs and those of his neighbors.

- Become responsible and accountable for his own conduct.

Intellectual

- Acquire basic knowledge in those fields of learning which are necessary to his continuing education and ultimately to the achievement of his future goals.

- Develop a habit of independent thinking and self-direction in his learning and the ability to assume responsibility for his continuing educational development.

- Develop the qualities of judgment and discrimination.

- Appreciate the practical application of the knowledge and skills acquired in the classroom.

- Learn how to gain access and to utilize effectively the various information resources available to him in his community.

- Develop the ability to cope creatively with life in a society of increasing leisure.

- Develop a variety of communication skills necessary for survival in contemporary society.

- Acquire a tolerance for the opinions and beliefs of others with the understanding that truth presents itself in various forms.

- Use to the full the educational advantages provided by the school and all other community resources.

- Form a critical mind that is capable of substantiating the validity of data before accepting it.

Affective

- Develop a positive self-concept and sense of personal dignity.

- Be able to recognize and to cope with both positive and negative feelings and emotions in ways that are constructive and growth producing.

- Develop a genuine sense of humor.

- Develop tolerance for his own limitations and the weaknesses of others.

- Accept the value of cooperation and to recognize what is humanly wasteful in self-serving competition.

- Take genuine pleasure and satisfaction in his own successes and those of his neighbor.

- Become aware of his prejudices and biases and the ways in which they can be overcome.

- Develop the skills required to settle peacefully disputes and arguments with others.

- Develop the skills necessary to deal with his own fears and hostilities.

- Develop an appreciation for change and the flexibility required to adjust to whatever changes may occur in the future.

- Strive for honesty and openness in his relationships with others.

- Learn to be himself at all times by resisting the social and peer pressures to assume roles and postures that are not genuine.

- Learn that force and violence are not legitimate means for resolving issues nor for acquiring whatever personal needs he may have for goods and services.

Social

- Have a delicately balanced appreciation of authority that maintains a genuine respect for leadership while not remaining uncritical of its effectiveness.

- Relate properly to subordinates, peers, and superiors in an equitable manner.

- Participate actively as much as that is possible in civic and community organizations.

- Become sensitive to the social inequalities and injustices in his community and in his country and to contribute what he can to their amelioration.

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- Respect and protect his own physical property and that of his neighbor.

- Become sensitive to the needs of the aged, the handicapped, and minorities.

- Develop a respect for the earth and all of its natural resources.

- Develop an understanding of and appreciation for cultures other than his own.

Civic

- Develop an understanding of and appreciation for the democratic structures of government that are operative on the local, state, and national levels.

- Develop qualities of integrity, responsibility, and leadership in all civic affairs.

- Maintain an active interest in all affairs of government.

Cultural

- Select and support what is good in art, music, drama, literature, and all forms of entertainment.

- Cultivate a genuine interest in the cultural heritage of his family, his community, and his country.

- Develop the skills of good workmanship and design in the exercise and practice of his own creativity.

PART VI

Student and Parent Course Preparation

a) Course Registration

b) Medical History

c) Consent to Emergency Medical Treatment

d) Parent Information Bulletin

e) Clothing and Equipment List

f) Risk/Hazard Letter

g) Expectation Sheet

h) Review of Letter

i) Preparation Interview

j) Equipment Sign-out

STUDENT AND PARENT PREPARATION

A. COURSE REGISTRATION

All overnight courses will have basic participant data to include: name, age, sex, address and telephone number of parent or guardian, or emergency contact. This information is to be recorded on the Medical History Form. (Appendix 1)

B. MEDICAL HISTORY

A medical history form covering major areas of concern with regard to physical limitations and latent or unnoticeable conditions. This would include epilepsy or allergies which could pose a hazard to the participants or others while on the field. This form is to be completed and signed by the parent or guardian. Medical consultation on questionable areas is required. This information is to be recorded on the Medical History Form. (Appendix 1). This is to be kept with the instructor at all times. A copy of the form is to be filed with the off-campus office before departure. An office use section needs to be completed by the instructor.

C. CONSENT TO EMERGENCY MEDICAL TREATMENT

Authorization must be signed by the parent or guardian giving consent to emergency medical or surgical treatment due to circumstances arising during program participation. This is to be recorded on the medical history form and kept with the instructors at all times. (Appendix 1). This material should be out to the students and parents no later than two weeks prior to the start of the courses.

D. PARENT INFORMATION BULLETIN

A letter from the staff person in charge must be sent to the parent or guardian of each student on the course. This letter is to include: major course activities; pre-trip meeting date, time, and place; destinations, length of course in terms of time; return date, time and place; and an invitation to call you to ask questions, and information as to how to relay emergency messages to the field. Remember to include notification that a search will be conducted prior to departure, and that any student found with forbidden materials will not be allowed to go on the course. (Appendix 2). This material should be out to the students and parents no later than two weeks prior to the start of the courses.

E. CLOTHING AND EQUIPMENT LIST

A listing and explanation of clothing and equipment items participants will need to provide, as well as, items forbidden should be included with the letter. An explanation as to activities and terrain and the necessity for proper clothing should be included. A listing of clothing and equipment items to be provided by Del Voc should be included on this list. (Appendix 3). This material should be out to the students and parents no later than two weeks prior to the start of the course.

F. RISK/HAZARD LETTER

All courses that are stress/challenge or adventure learning will have an acknowledgment by signature that the parent or guardian is aware of the nature of the course and of major risks involved in participation, such as being isolated from medical facilities, traveling hazardous terrain, cross mountain streams without bridges, etc. (Appendix 4).

G. EXPECTATION SHEET

An extended statement as to what the course entails and what the student can expect during the course, should be presented prior to the course.

The expectation sheet should include a typical daily schedule and what activities will occur on the course.

If its a camping course, make sure you cover the possibilities of weather and what that means. This should also include course rules and regulations. (Appendix 5).

H. REVIEW OF LETTER

All letters are to be reviewed by the off-campus coordinator prior to being sent out.

I. PREPARATION INTERVIEW

When possible the students should meet with an instructor ahead of time, to go over expectations. This is particularly important for stress/challenge courses.

J. EQUIPMENT SIGN-OUT AND RETURN

Because of the many courses using our camping and other recreational equipment, it is necessary to request this equipment as much in advance as possible. In order to keep account of this equipment, there is a sign-out equipment invoice that must be filled out by the staff person requesting the equipment for the course.

This invoice is filed and when the equipment is returned it is checked.

Equipment will always be signed out clean and in good order. It must be returned in the same condition.

It is important to keep aftqr the students during the entire course to keep this equipment clean and in good repair.

Allow enough time in your course planning for equipment checks, clean up, and repair.

Especially during the summer, the equipment will usually be going back into the field the following week.

Anyone not familiar with the equipment should make time prior to the course to familiarize themselves with the equipment. This will make the course go smoother for all. (Appendix 6).

PART VII

Emergencies

a) Accident Reporting

b) Medical Care

c) Emergency Communication

A. ACCIDENT REPORTING

In the event of a very serious incident, such as, life or death situations, major limb fractures, or other critical emergency, the office must be notified as soon as possible.

The off-campus coordinator should be notified as soon as possible if a student visits a doctor or hospital. If he is admitted to the hospital, the course director must notify the office and the student's next of kin by telephone as soon as possible.

Any significant safety related incident where injury was avoided should be documented by the instructor for the course director's "near miss" report.

For all non-superficial injuries and illnesses, even if not caused by this program, the information below is to be provided by the instructor, reviewed by the course director, and submitted to the off-campus coordinator, at the end of the course.

This information is to be recorded on the De La Salle Accident Report Form.

The recording of this information is necessary for insurance purposes and to help us review the program from a preventive perspective. (Appendix 7).

B. MEDICAL CARE (HOSPITAL, DOCTOR)

If a student visits a hospital or doctor, you must bring his Medical History Form which includes permission for treatment signatures and phone numbers.

Most hospitals will accept the signature if they cannot contact the parent by phone.

If the hospital is contacting the parent by phone, request that you be allowed to speak with the parent to explain what has taken place and what your plans are after leaving the hospital.

You must ask if the hospital is trying to contact the parents by phone for often this will take place before you realize it.

Ask to speak with the physician that is treating our student. Often in an emergency room rush, you will miss this opportunity. You cannot always rely on the student for post treatment instructions.

You should have this medical care information card. This has space for the physician to fill in the treatment he has given and the post treatment instructions. Always get the physician's name.

If possible, have the hospital fill out the insurance form and have the physician sign it. (Appendix 8).

C. EMERGENCY COMMUNICATION

In case of accident, injury, runaway, or any other emergency incident, it is important to relay this information back to Del Voc, as soon as possible.

The staff at Del Voc will notify the parents after receiving the information from the course. If the incident is not during school hours, use the emergency communication card that has home phone numbers of administrative staff and the order in which they should be contacted.

As a last resort, if you cannot get through to administrative staff, you must call directly to the student's parent or guardian. Continue to try and reach the staff back home.

It is important to have this phone communication card before you leave. (Appendix 9).

PART VIII

Academic

a) Course File

b) Course Log

c) Course Credit

d) Report Cards

e) Awarding Course Credit

A. COURSE FILE

There is a file for each off-campus course. It is important to keep all course information up to date in this file. The course is not always taught by the same instructor, therefore, it is important to pass on all the information possible.

This information should include all itineraries, schedules, contacts, admission cost, trouble spots, especially helpful people, a course evaluation by the course instructors, a projected budget and an actual budget to be used in future planning.

B. COURSE LOG

Each course should assign one instructor to keep a course log to be put in the course file. Each days activities should be recorded with these questions in mind: Activity? Cost of activity? Your estimation of the number of students that could do this activity at one time? Do you feel that this activity was interesting to our students? How educational do you feel this activity was? What type of preparation do you suggest, if any? What are the positive aspects of the activity? Negative aspects? Any additional comments that you feel helpful for the future and this course and staff?

C. GUIDELINES FOR CREDIT ASSIGNMENTS FOR OFF-CAMPUS PROGRAM

1. Amount of credit (number of units) - one unit equals one-sixth (1/6) of a credit.

   a. Each fifteen (15) hours of instruction time will earn one (1) unit of credit.

   b. Each thirty (30) hours of "lab" time will earn one (1) unit of credit.

      Lab time is defined as time spent in organized activity directly related to the instructions given.

   c. In courses that have a mixture of instruction and lab time, as most do, each part should be computed separately to one decimal place.

      The sum of these parts would be rounded to the nearest unit (1/6 credit), e.g.,

      9 hours instruction = 0.6
      125 hours lab = 4.2
      4.8 (course would earn 5 units)

   d. The course objectives (specified) and emphasis placed (time - amount of work) on each objective to be submitted by teacher or department sponsoring course.(Appendix 10).

   e. The department chairman would evaluate course objectives to determine if they would satisfy department objectives.

   f. The department chairman would compute how much of the basic requirements of the department the course would satisfy, e.g., the Physical Education Department has a basic requirement of 6 units of credit. The Skiing course might fulfill 2 units of this requirement. (The rest of the units for skiing would then be elective units.)

   g. The department chairman, the off-campus coordinator, and the vice principal of educational affairs will meet as a committee to review and rule administratively on credit assignment if there is any question or difficulty.

D. REPORT CARDS

At the end of each session, report cards and grade sheets must be filled out by the instructors and submitted to the Education Office. These reports are sent home to the students parents or guardians and kept on file at school. (Appendix 11).

E. AWARDING COURSE CREDIT

The credit assignment is determined along with the objectives prior to the course. Because of the intensive and interdisuplimary nature of the courses,the instructor must be able to distinguish successful participation and learning in a course. A student does not receive full credit just for completing the course. If his efforts do not warrant full credit for the course, it is expected that only partial credit will be awarded. It is also possible that no credit will be awarded.

Another consideration in awarding course credits is the student's attendance. If the course calls for a specific number of instruction hours and/or lab hours, this should be adhered to as closely as possible. If a student's attendance has kept him from the required hours, this should be reflected in the awarding of credit.

F. STUDENT EVALUATION

When each course is completed a student evaluation of a narrative style must be written for each student. The format and guidelines are given in the appendix. (Appendix 20).

PART IX

Financial

a) Projected Budget

b) Purchase Orders

c) Check Request

d) Cash Purchases & Accounting for Cash

e) Actual Expense Recording

f) Receipt Accountability

g) Compensation Time

A. PROJECTED BUDGET

Each off-campus course has a projected budget as written in the LEAA and NIDA grants. There is very little leeway in the budget and this budget is to be adhered to as closely as possible. (Appendix 12).

B. PURCHASE ORDERS

The standard De La Salle Vocational purchase order will be used when ordering off-campus supplies. This purchase order must be marked with the proper budget line code that is written in by the off-campus coordinator. All purchases must be approved by the off-campus coordinator and signed by the Director of De La Salle Vocational. (Appendix 13).

C. CHECK REQUEST

The above procedure is the same for check requests. Allow at least one week for the check to be returned. (Appendix 14).

D. CASH PURCHASES / AND ACCOUNTING

Petty cash can be obtained through a check request. All cash purchases must be accounted for by receipts and a check request form. (Appendix 15).

E. ACTUAL EXPENSE RECORD

An actual expense record is to be kept by each course. This record is to be kept on the form provided and by budget lines.

It is very important for future planning not just to know how much was spent, but on what items. When budgets are developed for this type of course, often details are left out that make it difficult to run the course on budgets that were drawn up on scanty information. (Appendix 16).

F. RECEIPT ACCOUNTABILITY

Receipts need to be a standard receipt from a vendor. If this is not possible follow the procedures below:

1) Buying from a private party. Use the supplied receipt books and have the sellor sign the receipt.

2) Buying or purchasing services from a private party with billing. A letter must be written clearly stating the purchase or service. A letter must also include date, course, for what reason and for those it was provided. The letter must be signed by the sellor, buyer and off-campus coordinator.

3) Using personal funds. Staff members using own cash or credit cards must fill out Catholic Social Service Travel Voucher. This voucher also covers item purchases and any other reimbursements. A receipt or letter must also accompany the travel voucher and is processed through the payroll but is not taxed.

4) Cash supplied to students. When cash is given to students (allowances), a Catholic Social Service Petty Cash receipt must be signed by the student.

G. COMPENSATION TIME

Regular staff will be awarded compensation time on a formula of one paid day of comp time for every two overnights with the students, e.g., 10 nights equals 1 week comp time.

PART X

Student Management

a) Search of Students Property

b) Written Warnings

c) Sending a Student Home

d) Student Runaways

e) Free Time

f) Student Money on Courses

g) Radios

h) Cigarettes

i) Tokens

j) Hall Passes

A. SEARCH OF STUDENTS

A search of the student's property is conducted before students depart on overnight courses. Any student found with forbidden items (money, drugs, weapons) will not be allowed on the course.

B. WRITTEN WARNINGS

The Written Warning System will be in effect for off-campus courses. Written warnings will be sent to the student's home, caseworker, and probation officer. On the third written warning of a session, the student will be sent home or removed from the course and placed on probation. The student will be listed for a Review And Progress meeting. The probation is exactly the same as during the regular sessions, including the probation sheets. A second R.A.P. meeting will be held at the completion of probation to determine whether the student should remain in the program.

Those students who are sent home from off-campus courses will be automatically placed on probation and a R.A.P. meeting will be scheduled. Where possible, they will be placed in their shops until the beginning of the following session. Otherwise, they will be placed in a related shop situation where they can be eligible for credit.

Students do not need three warnings before being sent home from an off-campus course. A single situation of sufficient gravity can warrant an immediate return home.

The warning system is not designed as a threat system. Warnings should only be given for major course infractions, that no other type of reprimand will suffice.

The warning is an official noting of a student's inappropriate behavior on a course and was designed to help the student recognize his standing on a course. (Appendix 17)

C. SENDING A STUDENT HOME

There are a number of reasons why a student might need to be sent home. Some of these reasons include a family emergency, an injury on the course, acting out behavior, refusal to participate, etc.

The course director should have plans ahead of time in case the need arises to send a student home. These plans should include contingencies for rapid return, in the case of an emergency,and the least expensive, which usually is bus or train, in most cases.

The details of actually sending a student home must be worked out with the off-campus coordinator before sending him home.

D. STUDENT RUNAWAYS

If a student leaves a course without permission, you must call back to school leaving enough time for the administration to contact the parents before the student could arrive at home. An example of this would be, if a student left Project Alive in West Virginia. The course director has about six hours time to locate the student before he must call the school.

The ride from West Virginia takes approximately 8 hours. This would give the school time to call the students parents before he arrives home.

The course director must also call the local authorities, &the State Police, to inform them of what has taken place. The students are minors under the school's care and can be considered runaways.

E. FREE TIME

Off-campus instructors must keep in mind that the students do not handle free time well. If you have free time planned into your schedule, it should not be large blocks of time.

Free time should be planned. There should be options planned ahead of time for the students to do. The free time should not be idle time.

Know as much about the area ahead of time, as possible, and have plenty of idea options to keep the students' free time productive, or if your original plans fall through. Be aware that curfews should be set and adhered to. If you allow exceptions, the problems will excel.

F. MONEY

The off-campus policy for all overnight courses is that students should not have money with them. There is a $2.00 allowance in the budget that will take care of snacks and cigarettes. When students bring money on a course, it leads to all sorts of problems,from buying drugs and alcohol to accusations of theft, that take away from the overall goals of the course.

G. RADIOS

Experience has shown that students bringing radios, steros, T.V.'s, etc. caused problems. It is recommended that instructors forbid them.

H. CIGARETTES

Experience has shown that to allow students to bring cigarettes causes problems. Students are not allowed to bring them. Allowance money or direct purchase by instructor can be used to purchase them.

I. TOKENS

A supply of tokens should be carried by the staff who are running courses in the city in the event that students need to be dismissed by public transportation.

J. HALL PASSES

Students who leave their classroom area for any reason must have a hall pass. Likewise, no student is to be admitted into a class without a hall pass.

PART XI

Logistics

a) Starting Time

b) Staff Sign-in, Sign-out

c) Box Lunches

d) Final Notification

e) Transportation

f) Off-Campus Check List

A. STARTING TIME

Summer staff reporting time is 7:45 A.M. Summer classes begin at 8:00 A.M. Regular school year (September - June) reporting time is 8:00 A.M. Classes begin at 8:15.

Any staff member who anticipates being late or absent must notify the off-campus coordinator as soon as possible.

B. STAFF SIGN-IN, SIGN-OUT SHEET

A sign-in sheet is located in the main office. All staff are to sign in each morning upon entering the building and sign out as they leave.

C. BOX LUNCHES

Box lunches can be ordered through De La Salle's kitchen but must be done at least one day in advance. Ordering of box lunches must be done through the off-campus coordinator.

D. FINAL NOTIFICATION

Final notification sheet must be filled out and handed into the main office. This is necessary so that the school knows where all students are at all times.

E. TRANSPORTATION

1. Mileage sheets - mileage is to placed in the mileage sheet. (Appendix 19).

2. Vehicles are cleaned at the end of the day by the program unless otherwise notified. Therefore, all belongings and course materials are to be removed before giving the keys in for cleaning.

3. Vehicles are to be left in the upper parking lot, not parked in front of the building. Keys are to be given to the Director of Transportation.

4. Course instructors are responsible for keeping the vehicles fueled. Use the Mobile station on Street Road, near the school, where we have an account or you can use your Gulf or Exxon

F. OFF-CAMPUS CHECK LIST

An off-campus check list is provided to help you remember all the many details before, during, and after a course.

PART XII

Evaluation

a) Final Report

b) Instructor Evaluation

A. FINAL REPORT

A final report is to be written by each off-campus instructor to include most of the above information. The format is to be obtained from the off-campus coordinator.

This report will be the basis of evaluating the course jointly by the course instructor and the off-campus coordinator.

B. INSTRUCTOR EVALUATION

Each off-campus instructor will have a pre-course conference with the off-campus coordinator to review course and instructor goals. At this time the course objectives and curriculum are to be submitted. Following the completion of the course there is to be a post-course and instructor evaluation of pre-course goals.

APPENDIX 1

MEDICAL FORM

BEST COPY AVAILABLE

Office use only

C.W. _____

#: _____

C: _____

L.S.: _____

#: _____

R: _____

I: _____

DE LA SALLE VOCATIONAL

Confidential Medical History

Instructions

1. Student completes Part 1.
2. Parent or Guardian completes and signs Part 2.

PART 1. A. GENERAL INFORMATION (to be completed by student)

1. Course Title _____ Dates _____

   Course Title _____ Dates _____

   Course Title _____ Dates _____

2. Name _____

3. Street _____ City State Zip

4. Home Telephone _____ 5. Birthdate _____

6. Present Age _____ 7. Today's Date _____

8. Family Physician _____

9. Physician's Address _____

10. Physician's Telephone _____

11. Person to be notified in case of illness or injury _____

Full Address Area Code Home Telephone

Business Telephone _____ Relationship _____
Area Code

1 B. MEDICAL HISTORY (to be completed by student)

If you have had any of the following conditions or are currently experiencing them, please put a check next to the number and give details at the end of this section. If you have any questions about these statements ask your physician.

1. Any problems with vision or hearing - require glasses or hearing aid
2. Problems with teeth - use of denture or bridge
3. Dizzy spells, fainting, convulsions, persistent headaches
4. Motion sickness
5. Frequent infection of throat, tonsils, sinuses, ear
6. Chronic cough, bronchitis, bloody spulum
7. Shortness of breath, or asthma on exertion
8. Chest pains on exertion or deep breathing
9. Palpitation of the heart, irregular heart beat, heart murmurs or poor circulation
10. Low or high blood pressure
11. Frequent nausea or vomiting, food intolerance, heart burn

12. Jaundice or hepatitis
13. Frequent diarrhea or blood in stools
14. Frequent abdominal cramps
15. Hernia
16. Difficulty urinating, burning or pain on urination, frequency in urination, bed wetting
17. Kidney infection or stones
18. Chronic pain in neck, back, shoulders, arms or legs
19. Broken bones, joint dislocations, serious sprains, weakness of muscles
20. Joint pain, swelling or stiffness without injury
21. Any severe injury to head, chest, internal organs
22. Severe illness requiring hospitalization or prolonged incapacitation
23. Chronic skin problems (rash - infection)
24. Allergy to medecines, foods, materials, insect bites, bees, etc.
25. Reaction to extremes of temperature, frostbite
26. Claustrophobia, agoraphobia, acrophobia (strong fear of confined places, open areas, or heights).
27. Continuing use of alcohol, drugs, or medecines
28. Episodes of depression, anxiety, hysteria, nervousness
29. History of diabetes, thyroid trouble, bleeding problems
30. Currently on any medication, if so, what?
31. Special dietary restrictions. Are you a vegetarian? macrobiotic? De La Salle Vocational cannot meet any special requirements.

If you checked any of the items above, please list details below according to item number. Be specific (e.g. include dates, names of medication, history of condition, etc.)

_____

_____

_____

_____

_____

PART 2. To be completed by Parent or Guardian, if applicant is under legal age (otherwise applicant should be complete and sign this section.)

MEDICAL INSURANCE COVERAGE - De La Salle Vocational provides a limited insurance policy for those students not covered by a family plan, D.P.A. or union benefits.

For our insurance records, answers to the following questions are required to be supplied in detail:

1. Is student covered by any hospitalization and medical care policy? No._____ Yes_____
2. If yes, indicate name of Insurance Company issuing such policy._____
3. Indicate Policy or Certificate Number. _____
4. Address of Insurance Co. to which we could write for forms. _____

_____

Consent is hereby given for the student to attend an Off-campus course and permission is given for any medical treatment, emergency anesthesia and/or operation which might become necessary. I have read the description of the course which is attached to this Medical Form and I understand that the program is sometimes a physical and mentally strenuous activity in a remote wilderness area far removed from the facilities of civilization.

Date _____

Signature of Parent or Guardian (or student if over legal age)

APPENDIX 2

PARENT INFORMATION BULLETIN

Ph. (215) HO4-0344

De La Salle Vocational

Street Road & Bristol Pike PO Box 344 Bensalem, PA 19020

10 September 1979

Dear Parent or Guardian;

Your son has been rostered for Del Vista (De La Salle in Service to America) during Session I. We will leave Del Voc on September 30th (Sunday) and return on October 13th (Saturday). Your son should arrive at school on Sept. 30th at 9:00 a.m. Our destination is Mt. Vernon, Kentucky.

Included in this mailing are the guidelines for our service course, a student expectation sheet, a supply list, medical form, and an acknowledgment letter. The medical form and acknowledgment letter must be signed and returned to school by September 22, 1979.

On this course we ask that no money or cigarettes be given or sent to students while they are in Kentucky.

This course is a nine academic unit program giving credit in English, Religion, Social Studies, and electives. As an academic program the students can be issued warnings and sent back to school for uncooperative and disruptive behavior, with a loss of credit.

Letters can be written by the students and the Course Director will have them mailed. If you wish to write, the mailing address is below.

If you have any questions at all, please feel free to call the school.

Thank you for your cooperation.

Sincerely,

Robert J. McCarty

David Menapace

Mailing Address:

Christian Appalachian Project
Our Lady of Mt. Vernon Catholic Church
Williams Street
Mt. Vernon, Kentucky 40456

BEST COPY AVAILABLE

APPENDIX 3

CLOTHING LIST

DEL VISTA

CLOTHING LIST

Personal Clothing:

Sweatshirt or jacket
Long sleeve wool shirt or sweater
Dungarees
Shorts
T-Shirts
Work shirt
Sneakers
Work shoes
Underwear
Socks
Belt
Hankerchiefs

Also Recommended:

A pair work gloves
Brimmed sun hat (baseball cap or fisherman's hat)
Towel
Toilet kit
A set of sheets
Flashlight (D cell)

Optional:

Radio
Fishing rod
Camera and film
Pencils, paper, envelopes
Baseball and glove
Book

Glasses or contact lenses: Be sure to bring an extra pair if possible. Contacts are easily lost under outdoor conditions. They may also cause eye trouble due to the changes in climate and activities. Students and parents should be aware of the risk of loss and possibility of discomfort.

Remember that we will be working long and hard hours and that we will get plenty dirty. Wear clothes that are suitable for the type of work that we will be doing. Leave jewelry and non-essentials at home.

APPENDIX 4

RISK / HAZARD LETTER

DLSVOC

P.O. BOX 344
Cornwells Heights, Pa. 19020

Phone
464-0344

Dear Student, Parent and or Guardian:

As course director of the Project Alive Course, I want personally to tell you how pleased we are that you've decided to join us for a course. You will, I'm sure, one day look back on this as one of the great learning experiences of your life.

This will be a time of real discovery for you. And along with the fun and adventure will come some challenges. Indeed, the very purpose of Project Alive is to help you find untapped resources within you; to let you discover that you have the ability to do more than you perhaps thought you could do.

You're going to be participating in activities in which risk may be greater than most people encounter in their day-to-day routine. You will be hiking and climbing, often with a heavy pack, and for long hours. Other activities will include running, balancing and climbing on rocks, caving, rafting, and rappelling.

You will do your own cooking and sleep in the open or in tents or improvised shelter. The course will include a solo exercise where you will remain in a designated area for up to 48 hours with minimal food. The course includes a final expedition in which student groups travel or perform a designated task that is arranged and described by staff, but is not directly supervised by staff. You may be exposed to rain, snow and other wet conditions; and occasionally to lightning, extremes of heat, cold or dryness, or falling rocks or trees.

For your own personal safety and thewell being of all participants in your course, you should start thinking safety right now. During the course, your instructor will frequently discuss with you the basic rules of wilderness safety. Following those instructions and exercising good personal judgement will minimize the risk. However, it is impossible for us to eliminate all hazards or to guarantee against all risk. You must understand this fact and you must accept your personal responsibility for your own safety and the safety of the other participants in your course by following instructions, acting prudently, and exercising good judgement. To emphasize these critically important points we ask that you and your parents or guardians read and return to us the enclosed acknowledgement of risk and assumption of personal responsibility.

BEST COPY AVAILABLE

I hope you look forward to being with us as much as we look forward to having you.

For the people of De La Salle Project Alive,

Bob McCarty
Course Director

P.S. Please don't hesitate to call if you have any questions.

ACKNOWLEDGEMENT OF RISK AND ASSUMPTION
OF PERSONAL RESPONSIBILITY

I have carefully read the letter from the Course Director of the Project Alive Course, to which this Acknowledgement of Risk and Assumption of Personal Responsibility was attached. I understand that during my participation in a Project Alive course I may be exposed to above-normal risks.

I understand, too, that although De La Salle Vocational Project Alive has taken precautions to provide proper organization, supervision, instruction, and equipment for each course, it is impossible for De La Salle Vocational to guarantee absolute safety. Also, I understand that I share the responsibility for safety on the course and I assume that responsibility.

I have accepted responsibility to verify through the medical form that I have no physical problems that would prohibit my participating in the course and I have been conscious of conditioning myself as outlined in the instructions provided. I agree to comply with the instructions and directions of The Project Alive staff members during the course.

_____ _____ _____

Session Student's Signature Date

I (we) acknowledge that there can be no guarantee of absolute safety against risk and unforeseen accident, as detailed above, and consent to the participation of the above named student in the Project Alive course.

_____ _____

Signature of Parent or Guardian Date

APPENDIX 5

EXPECTATION SHEET

STUDENT EXPECTATION SHEET

We have discussed the possibilities for personal growth and satisfaction that can be yours during participation in the Del Vista program this session.

You will have the satisfaction of service to others and have an opportunity to establish a relationship with families in Appalachia. At the same time, you will learn more about the Appalachian highlands and meet other volunteers from different parts of the country that participate in this program.

In order to minimize any problems, we want you to be aware of our expectations before you come to Del Vista. We do not want to make a long list of rules, but we feel some are important. If necessary, others will be made.

We are going to be of service and will not be disruptive to the program or the families that we are helping. Since we are working under the direction of skilled people we will approach our work with willingness to do what we are asked to do and how we are asked to do it.

Smoking is allowed only in the places and at the times permitted by the instructors. Fire hazards, safety, and consideration for others will dictate when and where smoking is permissible.

The use of alcohol, marijuana, and drugs is not permitted.

You will be living with a group of people your own age plus two instructors. We expect you to learn to solve any problems getting along with each other by discussing them as a group. Fighting will not be tolerated.

We will share household chores such as cleaning up after meals and doing laundry.

You may write and receive letters while on Del Vista, but there will be no telephone use. Your address is:

Christian Appalachian Project
Our Lady of Mt. Vernon Catholic Church
Williams Street
Mt. Vernon, Kentucky 40456

If you have a doctor's prescription be sure to bring enough medication for the entire trip. These will be given to your instructor when you arrive and distributed as needed.

At the conclusion of the course, a report pertaining to your performance will be submitted for your file.

We look forward to your being a part of Del Vista. If you have any questions please ask at any time.

Sincerely,

Bob Mc Carty Dave Menapace

Student signature _____ _____ Date _____

APPENDIX 6

EQUIPMENT SIGN-OUT INVOICE

PROJECT ALIVE
De La Salle Vocational
P.O. Box 344 Cornwells HTs. 19020

EQUIPMENT INVOICE 1000 J Hart 11 C 12

Chuck Weber
Del Voc

MONTH | DAY | YEAR

CITY

STATE ZIP CODE

PATROL COURSE Ecology

RESPONSIBLE PARTY ISSUED BY

QTY	ITEM	COST	REC	RET	DMGD	LOST	ADIT CHRG
	Avalanche Cord						
	Avalanche Probe Sections						
	Boots						
	Candle						
	Carbiner						
	Carbiner - Locking						
8	Canteen Cup		✓	✓			
8	Compass		✓	✓			
	Diary						
	Down Jacket						
	Ensolite Pad ½ inch						
	Ensolite Pad ¾ inch						
	Gaiters						
	Ground Sheet						
	Hard Hat						
	Helly Hansen Jacket						
	Helly Hansen Pants						
	Ice Axe						
	Matchbox w/matches						
	Mountain Parka						
	Overboots						
4	Packframe		✓	✓			
	Packsack						
	Pair Skis						
	Pair Ski Poles						
	Pair Ski Skins						
	Personal Effects Packet						
24	Plastic Food Bag		✓	✓			
8	Poncho		✓	✓			
	Prussik Sling 5.5mm x 8'						
	Sleeping Bag, Bigfoot						
	Sleeping Bag, Ibex						
8	Sleeping Bag, Superlight		✓	✓			
8	Sleeping Bag Liner		✓	✓			
8	Spoon		✓	✓			
8	Stuff Sack		✓	✓			
8	Water Bottle 1 qt.		✓	✓			
	Webbing Sling 1" x 18'						
	Whistle						
	Wind Pants						
3	Wool Sweater						
4	Wool Pants						
	Wool Hat						

QTY	ITEM	COST	REC	RET	DMGD	LOST
5	Alpine Cord Hawk		✓	✓		
	Climbing Rope 11mmx150					
6	Fuel Bottle		✓	✓		
3	Scrubbie		✓	✓		
	Snow Seal					
2	Stove 11lb with Funnel		✓	✓		
2	Tarp Nylon		✓	✓		
2	Tent		✓	✓		
	Tent stakes					
1	First Aid Belt		✓	✓		
	Final Expedition First Aid					
1	Folding Pick&Shovel		✓	✓		

REC'D BY Chuck Weber DATE 5/29/79
RETURNED TO Sky Hars DATE 6/7/79

EQUIPMENT ACCOUNT
BUS CHARGE
STORE ACCOUNT

TOTAL CHARGES

92

BALANCE DUE

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APPENDIX 7

ACCIDENT REPORT FORM

PROCEDURES:

In the event of a very serious incident such as life or death situations, major limb fracture, or other critical emergency, the office must be notified as soon as possible.

The Director must be informed within three working days if a student visits a doctor or hospital. If he is admitted to the hospital, the Course Director must notify the office and the student's next of kin by telephone as soon as possible.

Any significant safety related incident where injury was avoided should be documented by the Instructor for the Course Director's 'near miss' report.

Superficial problems such as sun burn, minor scratches, simple blisters, etc. do not require reporting.

For all non-superficial injuries and illnesses, even if not caused by this program, the information below is to be provided by the Instructor, reviewed by the Course Director, and submitted to the Director at the end of the Course.

Format: for reporting non-critical accidents and illnesses. Please answer the following questions.

1.Name _____ Age _____

2.Course and area _____ day ____ activity _____

Date _____ Time _____

3.Nature and extent of injuries _____

4.Location _____

5.Weather and terrain conitions _____

6.Statement of how accident occurred _____

_____

7.Details of first aid and rescue _____

_____

8.Analysis and recommendation _____

_____

9.Physician's name and location _____

10.Disposition of the victim, return to course? home? hospital? when? _____

_____

11.Instructor in charge; other staff/students present as witnesses: _____

_____

12.Additional comments _____

_____

13.Signature _____ _____ date _____

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APPENDIX 8

MEDICAL CARE FORM

De La Salle Vocational
Medical Care Information

To the Course Director: This form should accompany any student or staff member who visits a doctor or clinic. It is to reviewed for your information and action and retured to De La Salle, at the and of the course.

NOTE: Item #1 should be completed prior to visiting the doctor.

To The Doctor: To help us make the best decision for recuperation or follow-up care, would you please provide us with the following information on the De La Salle student or staff member you have just examined.

1. Name _____ Date and day of injury _____

Instructor _____ Course and area _____

2. Nature of illness or injury _____

_____

3. Medication and treatment recommended _____

_____

_____

4. Should this person be permitted to resume the course? What restrictions or limitations should be made? _____

_____

_____

_____

Signed _____ (attending physician)

Date _____

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APPENDIX 9

EMERGENCY COMMUNICATION CARD

DE LA SALLE VOCATIONAL
Notification Sequence
In Case of Serious Accident

The following is the preferred sequence; circumstances may dictate change. (For example, if the Course Director is at the accident site he should delegate the notification to other reliable staff). Sufficient information should be provided to permit notification of next of kin, etc. by administrative staff without delay. Hopefully, a statement could be prepared, checked foe accuracy with the Course Director over the phone, and released promptly to the news media.

I. The instructor notifies the Course Director

II. The Course Director calls: De La Salle Personnel (area code 215)

DE LA SALLE HO4-0344

1. Skip Gaus _____
2. Bro. Gilbert Henderson _____
3. Bro. Ed McGuire _____
4. Bud Kunz _____
5. Alice Kenyon _____
6. Bill Tangradi _____

III. The Course Director calls appropriate support agencies such as sheriff, hospitals, etc.

APPENDIX 10

COURSE OBJECTIVES AND CREDIT ASSIGNMENT

Objectives of Del Vista

Social Studies (Instruction: 13 hours; Lab: 28.5 hours = 2 units)

1. Students will discover differences between rural and urban cultures by:
    a. visiting local homes, schools, shopping facilities, medical facilities, fairs and museums.
    b. by reading local publications
    c. by listening to local news broadcasts

2. Students will demonstrate a knowledge of the history of Appalachia by
    a. compiling oral history tapes of interviews with local residents
    b. making a collection of examples of dialect and colloquialisms
    c. listing items of interest in museums
    d. summarizing films of Appalachian history viewed in museums

3. Students will gain a knowledge of local skills by
    a. collecting samples of local crafts
    b. making a sample of one craft activity
    c. attending demonstrations of crafts at Berea College craft center
    d. looking for samples of local crafts in residents' homes.

4. Students will gain an understanding of social problems in Appalachian caused by historic or geographic factors through
    a. contacts with local residents and businessmen
    b. interviewing guides at various historical museums
    c. discussions with volunteers at CAP

5. Students will demonstrate an understanding of the culture that is particular to a mountain area
    a. by writing a song expressing their experiences
    b. by taping representative songs of the area
    c. by attending a music festival

Religion (Instruction: 12 hours; Lab: 45 hours = 2 units)

1. Students will experience mission and outreach in helping the local people in Appalachia
    a. by service projects through Christian Appalachia Project

2. Students will demonstrate a sense of responsibility to others by cooperation with other members of the team
    a. during service projects
    b. in daily living in volunteer center

3. Students will experience community within the Del Vista team
    a. by sharing in the process sessions
    b. by cooperating in work and planning sessions

4. Students will be helped to become aware of their prejudices and biases and the ways in which they can be overcome by
    a. creating contacts with adults and peers not normally in the students' routine experience
    b. presenting the opportunity to work and service areas other than his own
    c. participating in community sharing and learning of others' religious beliefs.

English (Instruction - 15½ hours; Lab - 27 hours = 2 units)

1. As part of an experience in cultural journalism, students will
    a. through the use of film and tape report on the culture of the people of Appalachia
    b. interview local residents about folklore, crafts and customs
    c. tape music and songs and
    d. experiences of residents
    d. visit museums and fairs
    e. collect examples of local newspapers and publications

2. Demonstrate an increased sense of communication by
    a. keeping a daily journal whose entries will be complete and up-to-date.
    b. participating in discussions with the other volunteers at the center
    c. interviewing local residents and businessmen
    d. writing letters
    e. writing articles for Summerscope magazine
    f. participating in brainstorming sessions

Electives (Lab: 55 hours = 2 units)

1. Students will participating in home repair projects by:
    a. daily participating with good effort, conduct and interest
    b. working to the best of his abilities on the projects assigned by CAP

2. Students will develop good work habits and a sense of responsibilities by
    a. sharing in the household chores in the Mt. Vernon community
    b. by actively participating in the planning of work activities
    c. by cooperting with the instructors and fellow workers in the center
    d. by respecting the privacy and belongins of fellow volunteers at the center

3. Students will demonstrate an increased sense of personal worth and self-confidence by
    a. successfully completing a project that helps others
    b. gaining planning skills that will help him to plan his future life
    c. having a positive experience in cooperating with peer volunteers from all over the country.

DEL VISTA - SESSION A - 2 1980

Two orientation sessions will be necessary before the departure date (preferably during Session VI) to:

a. explain program
b. go over expectations
c. give background of Christian Appalachia Project
d. identify Appalachian poverty cycle
e. discuss course requirements

June 30th (Sunday)

8:00-9:00 Assemble at Del Voc

9:00 Leave Del Voc

Lab:

9:00-1:00 Travel. Travel time will be used as a time of community building and acclimation to the course.

a. Students and staff will get to know each other
b. They will learn to adjust to "rigors" of traveling and accomodation of each individual
c. Discussion of areas travelled through as a background for the Appalachian area.
d. Keep a travel log - miles covered, physical features, local industry, etc.
e. Begin Journals
f. Learn songs

Elective	1 hr
SS	1 hr
English	1 hr
Religion	1 hr

1:00-2:00 Lunch

Lab:

2:00-7:00 Travel (arrive at Days' Inn Motel)

Elective	2 hr.
SS	1 hr
English	1 hr
Religion	1 hr

7:00-8:00 Dinner

8:00-9:00 Process time. Review expectation and goals for Del Vista. Focus: individual responsibilities.

Instruction:

Religion	1 hr.

July 1 (Monday)

7:00-8:00 Breakfast

Lab:

8:00-1:00 Travel (As above)

Electives	2 hrs.
SS	1 hr
English	1 hr
Religion	1 hr

1:00-2:00 Lunch

Lab:

2:00-6:00 Travel (As above)

Electives	2 hr
SS	1 hr
English	1 hr

6:00-7:00 Dinner

9:30-11:00	Process. Focus: meeting with staff and volunteers at CAP center. Introduction to program, assignment of chores and work assignments for week.	Lab: Electives 2 hr Instruction: Religion 1 hr

July 2 (Tuesday)

8:00-9:00	Breakfast (All meals at center are included in lab time since students have specific chores to perform during this time. This requires close cooperation and dependability.)	Lab: Elective 1 hr
9:00-1:00	Home repair. (This involves going into community and working in homes of the poor and elderly. Specific job assignments are given to volunteers by head of repair program and may involve any type of work such as plumbing, carpentry, installation of septice tank, painting, cleaning, etc. The time will be allocated for each work period between Religion (service), Social Studies (contact with Appalachian culture) English (cultural journalism) and Electives.)	Lab: Religion ½ hr. English 1 hr. SS ½ hr.
1:00-2:00	Lunch	Lab: Elective 1 hr.
2:00-6:00	Home repair	Lab: Religion 2½ hr. English 1 hr SS ½ hr
6:00-7:00	Dinner	Lab: Elective 1 hr
7:00-9:00	Process. (This involves time for students to recap day's events, make observations of local culture, observe differences between urban and rural poverty, plan activities for next day, read local newspapers, write journal entries, support each other.) Focus: How Del Vista students will handle community sharing - optional, possibilities for growth by listening to others and learning from their experiences.)	Instruction: English 1 hr. SS ½ hr. Religion ½ hr.
9:00-11:00	Community sharing. (All volunteers from center participate) a. religious observance b. sharing with members of larger volunteer community c. optional. Alternate activities will be available.	Instruction: Religion 1 hr Lab: Religion 1 hr

July 3 (Wednesday)

8:00-9:00	Breakfast	Lab: Elective: 1 hr
9:00-1:00	Home repair	Lab: Religion 2½ hr English 1 hr SS ½ hr

July 4 (Holiday)

8:00-9:00	Breakfast	Lab: Elective 1 hr
9:00-12:00	Picnic. (Community building outing for volunteers from all CAP centers at Daniel Boone State Park)	Lab: Elective 3 hr
12:00-1:00	Lunch	Lab: Elective 1 hr
1:00-6:00	Boat ride on Kentucky River Visit to Daniel Boone Museume	Instruction: Social St. 1 hr Lab: SS 3 hr
6:00-7:00	Dinner	Lab: Elective 1 hr
7:00-9:00	Process. Focus: being part of larger community. List impressions of day's events. Expand into journal entry.	Instruction: English 1 hr. SS ½ hr Religion 1 hr
9:00-11:00	Community Sharing	Lab: Religion 1 hr Instruction: Religion 1 hr

July 5 (Saturday)

8:00-9:00	Breakfast	Lab: Elective 1 hr
9:00-12:00	Community work time a. planning work schedules for week b. all members complete work tasks with regard to cleaning living quarters, maintaing vehicles.	Lab: Religion 3 hr
12:00-1:00	Lunch	Lab: Elective 1 hr
1:00-5:00	Trip to Levi Jackson State Park a. visit to museum dedicated to preservation of Appalachian culture b. climb through Wilderness Trail c. visit with local families at park	Instruction: SS 2 hr Lab: SS 3 hr
5:00-6:00	Dinner	Lab: Elective 1 hr
6:00-8:00	Process. Focus: facets of Appalachia revealed through trip to museum. Outline and write journal entry.	Instruction: English 1 hr SS 1 hr
8:00-10:00	Community sharing	Instruction: Religion, 1 hr Lab: Religion 1 hr.

July 6 (Sunday)

9:00-10:00	Breakfast	Lab: Elective 1 hr

		Lab:
		Religion 1 hr
12:00-1:00	Lunch	Lab:
		Elective 1 hr
1:00-6:00	Visit to Berea College Museum and Craft Shops	Instruction:
	a. Interview students who are all from Appalachia since Berea is a fully funded college for Appalachian youth	SS 2 hr English 1 hr Lab:
		SS 1 hr English 1 hr
	b. View tape on culture and history of Appalachia in museum	
	c. visit the "hands on" section of museum containing local artifacts	
	d. visit craft shops where there are demonstrations of such arts as weaving, woodcarving, dulcimer making.	
		Lab:
6:00-7:00	Dinner	Electives 1 hr
7:00-9:00	Process. Written report summarizing visit to Berea College. Brainstorming: what I have learned so far, what I have accomplished. Goal making - what would I like to accomplish the rest of my stay here.	Instruction: English 1 hr Lab: English 1 hr
9:00-11:00	View filmstrip on history of CAP itself. Interview CAP volunteers and ascertain reasons reasons for their service. Write summary of reasons for voluntary service - satisfactions gained, competencies developed. Write profile of the volunteers currently at CAP - ages, origins, reasons.	Instruction: English 1 hr Social St 1 hr

July 7 (Monday)

		Lab:
8:00-9:00	Breakfast	Elective 1 hr
9:00-1:00	Home repair	Lab: Religion 2½ hr English 1 hr SS ½ hr
1:00-2:00	Lunch	Lab: Elective 1 hr
2:00-6:00	Home repair	Lab: Religion 2½ hr SS ½ hr English 1 hr
6:00-7:00	Dinner	Lab: Elective 1 hr

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7:00-9:00	Process. Focus: list particular activities in which pride was felt (concrete). Describe strengths discovered (abstract)	Instruction: English 1 hr, Religion 1 hr
9:00-10:00	Community sharing	Lab: Religion 1 hr; Instruction: Religion 1 hr

July 8 (Tuesday)

8:00-9:00	Breakfast	Lab: Elective 1 hr
9:00-1:00	Home repair	Lab: Religion 2½ hr, English 1 hr, SS ½ hr
1:00-2:00	Lunch	Lab: Elective 1 hr
2:00-6:00	Home repair	Lab: Religion 2½ hr, English 1 hr, SS ½ hr
6:00-7:00	Dinner	Lab: Elective 1 hr
7:00-9:00	Process. Focus: impressions of how individuals have related within community. Identify positive forces operation.	Instruction: English 1 hr, Religion 1 hr
9:00-11:00	Community sharing	Lab: Religion 1 hr; Instruction: Religion 1 hr

July 9 (Wednesday)

8:00-9:00	Breakfast	Lab: Elective 1 hr
9:00-12:00	Home repair	Lab: Religion 1½ hr, English 1 hr, SS ½ hr
12:00-1:00	Lunch	Lab: Elective 1 hr
1:00-3:00	Preparation for visit to mountain family. a. Prepare questions for interview b. Identify areas of investigation, i.e. family background, customs, culture, use of communication skills, dialect. c. stress sensitivity necessary as students are guests of family and should be aware of family's lifestyle and pride.	Instruction: English 1 hr
	a. Identify areas of similarities and differences between urban/rural cultures	Instruction: SS 1 hr.

	b. prepare questions to elicit information on changes in Appalachian area due to shifting population patterns, mechanization of industry, energy crises.	
3:00-6:00	Visit. a. Interview and tape family members b. share our backgrounds c. examine newspapers, magazines and artifacts	Lab: English 1½ hr
	a. see examples of local crafts (esp. woodcarving, canning, quilts) b. examine farm implements c. discuss farm methods and examine crops d. learn about farming beliefs (ex: planting by moon) e. compare types of food, housing, school, medical care	Lab: SS 1½hr
6:00-7:00	Dinner	Lab: Elective 1 hr
7:00-9:00	Process. Focus: family visited. Express feelings, observations, comments on life as lived by Pruitts vs. life as lived in Phillie.	Instruction: English 1 hr SS 1 hr
9:00-11:00	Community sharing	Lab: Religion 1 hr Instruction: Religion 1 hr

July 10 (Thursday)

8:00-9:00	Breakfast	Lab: Elective 1 hr
9:00-1:00	Home repair	Lab: Religion 2½ hr English 1 hr SS ½ hr
1:00-2:00	Lunch	Lab: Elective 1 hr
2:00-5:00	Home repair	Lab: Religion 1½ hr English 1 hr SS ½ hr
5:00-6:00	Dinner	Lab: Elective 1 hr
6:00=9:00	Outdoor Theatre at Berea College to see Wilderness Trail (Civil War play)	Lab: English 2 SS 1
9:00-11:00	Process. Focus: theme of play. Dissention among families of civil war period and how they resolved their differences.	Instruction: English 1 hr SS hr

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July 12 (Saturday)

8:00-9:00	Breakfast	Lab: Elective 1 hr
9:00-12:00	Community work time	Lab: Elective 3 hr
12:00-1:00	Lunch	Lab: Elective 1 hr
1:00-2:00	Preparation for visit to Appalachian Village. a. Formulate questions re lifestyles, business opportunities, educational requirements and opportunities.	Instruction: English ½ hr SS ½ hr
2:00-5:00	Visit to Appalachian Village a. Interview and tape results b. Write impressions c. Collect samples of crafts d. Collect and compare samples of local newspapers	Lab: English 2 Hr. SS 1 hr
5:00-6:00	Dinner	Lab: Elective 1 hr
6:00-9:00	Visit to Renfro Valley Music Festival a. Opportunity to listen to and tape Blue Grass music b. Opportunity to learn to square dance c. Observe another form of entertainment and use of leisure time	Lab: SS 3 hr
9:00-11:00	Process time. Focus: differences in life styles, entertainment, goals and opportunities, language (collect examples of dialect)	Instruction English 1 hr SS 1 hr

July 13 (Sunday)

8:00-9:00	Breakfast	Lab: Elective 1 hr
9:00-1:00	Travel (as above) Begin debriefing process.	Lab: Electives 2 hr SS 1 hr English 1 hr
1:00-2:00	Lunch	
2:00-7:00	Travel. Arrive at Days' Inn.	Lab: Electives: 3 hr English 1 hr SS 1 hr
7:00-8:00	Dinner	
8:00-10:00	Process. Focus: Debrief. Complete journals and articles due for Summerscope.	Instruction: English 2 hr

July 14 (Monday)

8:00-9:00	Breakfast	
9:00-1:00	Travel. (If possible, last part of trip will be	

	taken through Shenandoah Valley - Skyline Drive. Opportunity to visit Hawks Nest State Park and take cable ride through the mountain)	Lab: Electives SS	2 hr 2 hr
1:00-2:00	Lunch		
2:00-6:00	Travel and arrive back at Del Voc. (Use time available for debriefing, evaluation, composing song, sharing impressions, writing thank-you letters to Mt. Vernon community)	Lab: English Elective	1 hr 3 hr

APPENDIX 11

REPORT CARD

Street Rd. & Bristol Pk.; P.O. Box 344
Bensalem, PA 19020

INTERDISCIPLINARY COURSE REPORTS

Grade Report for: _____

For the period from: _____ To _____ Session: _____

Course Title: _____ Days Absent _____

(E = Excellent; G = Good; F = Fair; P = Poor) 90—100 = Very Good 70—79 = Passable
80—89 = Average 69 & Below = Failure

Leading towards credit in: _____ Units: _____ Course # _____

GRADES ACHIEVEMENT _____ Effort _____ Conduct _____ Interest _____

Teacher's Comments: _____

Leading towards credit in: _____ Units: _____ Course # _____

GRADES ACHIEVEMENT _____ Effort _____ Conduct _____ Interest _____

Teacher's Comments: _____

First Honors = General Average of 90 or higher in all subject areas, no mark below 85.
Second Honors = General Average of 85 or higher in all subject areas, no mark below 80.

White & Yellow = Office copies; Pink = Student's copy; Orange = Teacher's copy

Grade Report for: _____

For the period from: _____ To _____ Session: _____

Course Title: _____

Leading towards credit in: _____ Units: _____ Course # _____

GRADES ACHIEVEMENT _____ Effort _____ Conduct _____ Interest _____

Teacher's Comments: _____

_____

_____

_____

_____

_____

_____

Leading towards credit in: _____ Units: _____ Course # _____

GRADES ACHIEVEMENT _____ Effort _____ Conduct _____ Interest _____

Teacher's Comments: _____

_____

_____

_____

_____

_____

_____

_____

Teacher's Signature

Student's Comments: _____

_____

_____

_____

_____

_____

_____

_____

Student's Signature

APPENDIX 12

EXAMPLE OF A PROJECTED BUDGET

Colonial America

FOOD

	NIDA	LEAA
Colonial America 3.50 per day x 8 persons x 15 days	420.00	non budget item

SUPPLY

Colonial America

Insurance		
$.35 per day x 15 days x 8 persons	42.00	non budget item
Daily Living Expense		
$2.00 per day x 6 students x 15 days	180.00	non budget item
Admissions		
$41.50 per person x 8 persons x course	332.00	non budget item
First Aid Supplies	15.00	non budget item
Coleman Fuel		
2 gallons x $2.00 per gallon	4.00	non budget item
Camping Fees		
1 campsite x 10 nights x $14.00	140.00	non budget item
8 course T-shirts		
$3.50 per shirt x 8 persons	28.00	non budget item
Sub. Total	741.00	

TRANSPORTATION

Colonial America

One (1) 12 passenger van x $200.00 per week x 3 weeks rental	600.00	non budget item
10 miles/gallon x 1 00 per gallon x 3,000 miles	300.00	non budget item

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APPENDIX 13

PURCHASE ORDER

PURCHASE ORDER

DeLaSalle Vocational
P.O.Box 344
Cornwells Heights, PA 19020

HO-4-0344

A DIVISION OF ST. GABRIEL'S SYSTEM

Dept. Off Campus

Account #: N3207

SHIP TO:
DeLaSalle Vocational
Street Road & Bristol Pike
P.O.Box 344
Cornwells Heights, PA 19020
(On the grounds of St. Francis Vocational School)

ORDER FROM: NASA
Washington, D.C.

BILL TO: DeLaSalle Vocational
Street Road & Bristol Pike
P.O.Box 344
Cornwells Heights, PA 19020

Invoice # 007

DATE	ORDERED BY	SHIP VIA	DELIVERY DATE	PURCHASE ORDER NO.
	Chuck Weber			3519

QUANTITY	DESCRIPTION	PRICE	AMOUNT
1	rocket capable of receiving moon to back	5,000,000	5,000,000
1	assortment of spare parts	1,000,000	1,000,000
8	space suits	1,000	8,000

Bro. Gilbert Henderson
authorized signature

Date Processed

OUR PURCHASE ORDER NUMBER MUST APPEAR ON ALL INVOICES, SHIPPING PAPERS, & PACKAGES

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APPENDIX 14

CHECK REQUEST

CATHOLIC SOCIAL SERVICES

CHECK REQUEST

DATE 5/25/79

CHECK REQUESTOR De La Salle Vocational

DEPARTMENT Off-Campus

PAY TO Mr Charles Weber AMOUNT: 100 00/100

ADDRESS

PURPOSE OF CHECK Cash for misc. expenses on expedition to the Moon

DEPT. SUPV. APPROVAL Bro. Gilbert Henderson

MAIL RETURN TO REQUESTOR ✓

THREE DAYS NOTICE REQUIRED FOR ISSUANCE OF A CHECK

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APPENDIX 15

CHECK REQUEST ACCOUNTING SHEET

DE LA SALLE VOCATIONAL

Tested for Day Camp Session IV Amount $ 300.00

	Date of Receipt	Description of Item	Amount	Balance
1	7-17-78	Gas for car	5.50	294.50
2	7-18-78	Main Zoo admission	20.50	274.00
3	7-18-78	Children's Zoo Admission	7.25	266.75
4	7-18-78	Safari monorail (Zoo)	18.50	248.25
5	7-18-78	Food services (Zoo	8.50	239.75
6	7-18-78	arts-crafts materials	7.01	232.74
7	7-16-78	Soccer Ball	4.74	228.00
8	7-25-78	Arts + Crafts materials	8.56	219.44
9	7-25-78	Movie theater admission	30.00	189.44
10	7-25-78	Popcorn at movies	5.50	183.94
11	7-25-78	Straw flowers (Arts+Crafts)	13.19	170.75
12	7-26-78	Academy of Natural Science	18.50	152.25
13	7-26-78	Parking at " "	.50	151.75
14	7-31-78	Gas receipt Pam Lunch deliveries	5.00	146.75
15	7-31-78	Juice + Cookie snacks week supply	7.29	139.46
16	7-31-78	Awards + prizes	11.04	128.42
17	8-1-78	Donuts	1.85	126.57
18	8-1-78	Denny's Restaurant	88.23	38.34
19	8-1-78	Tip to waitresses (Denny's)	25.00	13.34
20	8-1-78	Donation Silver Lake Nature Center	10.00	3.34

Total 296.66

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APPENDIX 16

ACTUAL COURSE EXPENSE RECORD

RSE TITLE: Lively Arts in Phila

INSTRUCTOR: Bob McCarty
Tom Pileggi

COURSE EXPENSE RECORD

TOTAL STAFF: 2
TOTAL STUDENTS: 7

DATES: 7/5 to 7/27 1978

	VENDOR AND ITEM	1. SALARY	2. SUPPLY/ ADMISSIONS	3. GAS + OIL	4. FOOD	5. TRANSPORT	6. MEDICAL	7. MISC.	8. TOTAL CREDIT	9. TOTAL CASH	10. TOTAL EXPENSES
5	Parking Lot							2 25		2 25	2 25
5	Lunch				10 30					10 30	10 30
5	Loop Bus					6 00				6 00	6 00
6	EXXON GAS			10 00					10 00		10 00
6	Franklin Institute		12 50							12 50	12 50
6	" "		4 00							4 00	4 00
6	McDonald's				18 32					18 32	18 32
6	Fogel's Garage							2 25		2 25	2 25
7	J+L Parking							3 75		3 75	3 75
7	Acadia theater		10 50							10 50	10 50
7	JAE's Restaurant				17 61					17 61	17 61
10	EXXON			8 00					8 00		8 00
10	Art Museum		9 00							9 00	9 00
10	Lunch - A.M.				32 07					32 07	32 07
11	Ph. Academy of Fine Arts		3 00							3 00	3 00
11	Parkway - Parking							3 50		3 50	3 50
11	Magic Pan				41 55					41 55	41 55
11	Magic Pan				6 45					6 45	6 45
11	Pretzels + Soda				3 40					3 40	3 40
11	Transportation					.60				.60	.60
12	EXXON			8 20					8 20		8 20
13	J+L Parking							5 00		5 00	5 00
13	Friendly's Restaurant				19 81					19 81	19 81
13	Soda's - Vendor				2 00					2 00	2 00
13	Transportation					1 15				1 15	1 15
14	Parking -							2 00		2 00	2 00
14	Rockwell Museum		7 50							7 50	7 50
14	Washington Sq. Rest.				12 82					12 82	12 82
14	Washington Sq Rest.				2 00					2 00	2 00
	TOTALS		46 50	26 20	166 33	7 75		19 25	26 20	246 53	246 53

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COURSE TITLE: Lively Arts

INSTRUCTOR: Bob McCarty
Tom Puleggi

COURSE EXPENSE RECORD

TOTAL STAFF: 2
TOTAL STUDENTS: 7

DATES: 7/5 to 7/27

DATE	VENDOR AND ITEM	1. SALARY	2. Admission Subsidy	3. GAS + OIL	4. FOOD	5. TRANSPORT	6. MEDICAL	7. MISC.	TOTAL CREDIT	TOTAL CASH	TOTAL EXPENSES
7/14	Transportation					1.75				- 1.75	
7/14	EXXON			10 00					10 00		10 00
7/15	EXXON			11 30					11 30		11 30
7/17	Mercer Museum		11 00							11 00	11 00
7/17	Friendly's				29 66					29 66	29 66
7/17	Ed's Diner				8 27					8 27	8 27
7/18	Univ. Museum		6 00							6 00	6 00
7/18	Univ. Mus. Cafeteria				18 60					18 60	18 60
7/18	Wolf Packing							2 00		2 00	2 00
7/19	EXXON			10 55					10 55		10 55
7/19	London Bridge Publishing		29 36							29 36	29 36
7/19	Fisch's Packing							4 25		4 25	4 25
7/19	Kenpai				52 85					52 85	52 85
7/20	LSC Lodge				5 64					5 64	5 64
7/20	LSC Dinner - Tip				15 00					15 00	15 00
7/20	LSC Dinner / Theater				84 50					84 50	84 50
7/21	LSC Tickets		33 00							33 00	33 00
	Total pg 2		158 72	31 85	214 49	1 65		6 25	31 85	300 25	332 10
	pg 1		46 50	26 20	166 33	7 25		19 75	26 20	240 33	266 53
	TOTALS		195 22	58 05	380 82	8 90		26 00	58 05	541 08	599 13

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APPENDIX 17

WRITTEN WARNING

DE LA SALLE VOCATIONAL SCHOOL

SUMMER PROGRAM 1978

PROJECT ALIVE

SUMMARY OF INCIDENTS OF MALADJUSTMENT

STUDENT: Thomas Loughery DATE OF REPORT: June 30, 1978

1. Involvement w/Pot - June 12
2. Trip to Whitmer - June 13
3. Breaking Final 1st time - Davis W.VA. - June 27
4. Breaking Final 2nd time - Elkins W.VA. vicinity - June 28 & 29
5. Lack of Cooperation During Final Expd. DeBriefing - June 29

Tom's Behavior & cooperation improved considerably after first two warnings were issued however, his involvement in incidents #3, 4, & 5 make it impossible for him to receive any credit for the course.

Results of Wednesday, July 5 Staff Conference:

1- loss of both credits for Project Alive

2- Removal from Session IV Bicycling Course

3- Placement on formal program probation July 10 to July 21.

4- Placement in the Alternative Program during probation period.

David Menapace
Chuck Weber.
Course Director/Instructor

Charles P. Kunz 7/5/78
Assistant Director of Student Affairs

Copies: Caseworker T. McCole
Probation Officer D. Balcer
Bro. Thomas Caldwell
Parents
Counselo-Bro. A. Madden
William Tangradi
Charles Kunz
File

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APPENDIX 18

LEARNING CONTRACT

PROJECT ALIVE
Learning Contract

A contract between [redacted] and the staff of Project Alive:

In order to be able to participate in Project Alive, I understand that I must work on:

1. on getting along with the members of my group
2. on getting along with my instructor and follow the safety rules
3. on my personal goals which are:

_____

_____

_____

_____

For its part, the staff of Project Alive will:

1. provide me with a number of outdoor experiences
2. promote a feeling of pride in myself
3. teach me the skills and provide me with encouragement to succeed at the various challenges
4. help me to achieve my personal goals and provide me with feedback on my progress
5. write a report on my performance for my file

_____ Project Alive Participant

_____ Instructor

_____ Program Coordinator

Adapted from Appalachian School of Experience

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APPENDIX 19

MILEAGE SHEET

OFF-CAMPUS MILEAGE

Course Title: _____ Dates: _____

Instructor: _____ Session: _____

Vehicle: (1) Type _____ (2) License = _____

Week 1: Starting Mileage _____

Course area utilized _____

_____

_____

Ending Mileage _____

Week 2: Starting Mileage _____

Course area utilized _____

_____

_____

Ending Mileage _____

Week 3: Starting Mileage _____

Course area utilized _____

_____

_____

Ending Mileage _____

Please indicate approximate mileage if van is driven back and forth to the program.

APPENDIX 20

STUDENT EVALUATION

IN-SERVICE DAY

A. Internal Written Communication

1. Report Cards

Purpose: An educational instrument that identify specific factors leading to progress and those factors that inhibit progress.

Copies distributed to:

1) Student/Parent/Guardina/Group Home Supervisor
2) Permanent Education file
3) Social Service Coordinator - available to caseworker and probation officer
4) Teacher

Report addressed to: Student/Parent/Guardian. Report uses student's first name and third person singular pronoun.

2. Individual Orientation Reports

Purpose: To develop plan for student and determine suitability for program.

Copies distributed to:

1) Education office
   a. reviewed with student
   b. reviewed by Administration
   c. reviewed by teachers & counselors (when appropriate)
2) St. Francis, Delsit, SGH (when appropriate)

Report addressed to: Student and Administration. Using student's first name and third person singular pronoun.

3. Off-Campus Student Evaluations

Purpose: To relay significant, observed behavior that relates to the adjustment, growth, and relationships that occur with a student during an off-campus course.

Copies distributed to:

1) Main Office file
2) Education Office
3) Off-Campus file (N.I.D.A.)
4) Counselor
5) Social Service File

4. Educational Contracts

Purpose: To make specific the individual educational plan and obligations of a student.

Copies distributed to:

1) Student
2) Teacher
3) Counselors
4) Administration
5) Main Office file
6) Education Office file

Report is addressed to the student (sometimes parent/guardian. Avoid use of pronoun.

5. Written Warnings

Purpose: To provide immediate, written information to the involved adults concerning an incident or pattern of behavior which could detrimentally effect a student's adjustment..... It provides a concrete situation to be dealt with in the treatment aspect and is a useful tool when viewed on a long range basis.

Copies distributed to: (Variations on Group Home & SFVS st[illegible]nts

1) Probation Officer
2) Caseworker
3) Assoc. Dtr. of Soc. Services for SGH file
4) Counselor
5) Social Service Coordinator at DelVoc
6) Assistant Dtr. of Student Affairs
7) Student file

Report addressed to: Parent/Guardian with whom student resides & copy to any parent other than the one with whom he resides.

Pronoun: 3rd person

6. Daily Attendance Bulletin

Purpose: To inform program staff of any attendance problems & how they are to be coded. To provide information & alerts on any student problems.. To prepare staff for anticipated absences, changes in programs, student status, etc.

Type of Report: Off-Campus Student Evaluations

Purpose: To relay significant observed behavior that relates to adjustment, growth, and relationships that occur with a student during an off-campus course. This observed behavior will be helpful particularly to the counselor while working with the student in a treatment setting.

Copies distributed to:
Main Office
Counselors
Education Office
Off-Campus file

Report mainly addressed to: Counselor

Pronoun: 3rd person

Areas to be included in report:

Observed Behavior

- Students reasons for going on the course
- Students initial adjustment
- Any growth that takes place
  - emotional, behavioral, attitude
- Any significant positive experiences
- Any significant negative experiences
- Any Conflicts that occur
- Students interactions with peers, instructors, society at large
- How did the student handle responsibility
- Summary of general impressions

OFF-CAMPUS STUDENT'S EVALUATION

Student's Name _____ Course _____

Instructors _____ Course Dates _____

Session _____

Please describe in narrative form the student's behavior, adjustment, and accomplishments on the course. Please note any information that would be helpful to the student's counselors and other school personnel.

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APPENDIX 21

OFF CAMPUS CHECK LIST

OFF-CAMPUS CHECKLIST

Course_____ Dates_____ Session_____

Instructors_____

Van #_____ Color_____ License #_____

Course Preparation

_____ 1. Course objective reviewed by off-campus coordinator.
_____ 2. Course curriculum reviewed by off-campus coordinator.
_____ 3. Parent information bulletin sent.
_____ 4. Medical History and Consent to Emergency Medical sent.
_____ 5. Clothing and Equipment list sent.
_____ 6. Risk/Hazard or Participation Acknowledgement sent.
_____ 7. Expectation sheet sent.
_____ 8. Check request put in.
_____ 9. Request for boxed lunches from SFVS kitchen.

Forms Obtained Before Leaving

_____ 1. Student Medical and Emergency Treatment forms for all students.
_____ 2. Risk/Hazard or Participation Acknowledgement for all students.
_____ 3. Warning sheets for on the course.
_____ 4. Check request accounting sheets for on the course.
_____ 5. Emergency notification sequence card for on the course.
_____ 6. Course expense sheet for on the course.
_____ 7. Medical care forms for on the course.
_____ 8. Accident report forms for on the course.
_____ 9. Off-campus student evaluation forms for on the course.
_____ 10. Mileage sheets for on the course.
_____ 11. Grade sheets.
_____ 12. Academic report cards.
_____ 13. Gas credit cards. # Gulf_____ # Exxon_____.
_____ 14. Checks for the course.
_____ 15. Camper instructions.
_____ 16. CETA rating sheets.
_____ 17. Daily attendance sheet.
_____ 18. Receipt book.
_____ 19. Blank petty cash receipt.
_____ 20. Travel expense voucher.
_____ 21. Tax exempt letter.

(over)

Before Leaving the Building

_____ 1. Overnight trips must file an itinerary to include: dates, phone numbers, etc. If phone numbers are not available they must be called back to the office.
_____ 2. Copies of all medical and acknowledgements filed with the off-campus office before leaving.
_____ 3. All trips must file a final notification of off-campus trip (attendance, etc.) before leaving the building.
_____ 4. Tokens for transportation should be picked up in the office.
_____ 5. Boxed lunches.

After Returning from a Course

_____ 1. For overall courses, call in your expected return time (be aware of regular transportation).
_____ 2. Return medicals to the off-campus coordinator.
_____ 3. File any warnings, incident or accident report forms.
_____ 4. Financial forms must be filed before your final check is received.
_____ 5. File report cards.
_____ 6. File grade sheets.
_____ 7. File student evaluation forms.
_____ 8. File final course reports.
_____ 9. Equipment returned.
_____ 10. Equipment checked and invoice signed.
_____ 11. Vehicles will be cleaned daily, unless otherwise arranged. Please do not park on front drive.

FINAL NOTIFICATION OF OFF-CAMPUS TRIP

Course _____ Date _____

Instructors: _____

Destination and Emergency Phone Number, if available:

Departure Time:

Students leaving with trip:

Students absent that were scheduled for the trip:

Students scheduled to be picked up on the way to the destination:

Student's Name	Phone Verification

Expected return time: (If you are going to miss the regular scheduled transportation, how will the students return home?)

Dismissals other than at Del Voc:

Student's Name	Place	Time

Students returning for regular transportation:

N.B. Students who come into the program after the departure of the course will be sent home for the day and will lose the appropriate amount of credit.

N.B. Any students who for any reason catch up to a course after leaving the building should be called into the office.

White = Students Affairs office copy; Yellow = Off Campus office copy; Pink = Education office copy; Orange = Teachers copy;

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